Annual Plan
for implementing the College's
5-year Education Master Plan

2023-24

Presented to the Planning & Budgeting
Council on September 6, 2023

Proposed Top 4 EMP Priorities for 2023-24

- Create and sustain an inclusive, antiracist, and equity-minded campus culture

- Expand programs and opportunities to new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities

- Strengthen transfer support services to increase transfers

- Reimagine how we support students' accessing career opportunities

Priority #1: Create and sustain an inclusive, antiracist, and equity-minded campus culture

EMP Objectives for 2023-24

2.8 Provide regular professional development that includes implicit bias and antiracism training every 2 years to all employees

2.9 Implement a campus-wide bias incident reporting system

2.10 Reimagine and transform college participatory governance processes and structures to address equity and antiracism in all integrated planning and resource allocation decisions

2.11 Develop the College Cultural Center (carry forward from last year)

2.8 *Provide regular, accessible, planned and intentional professional development opportunities (including implicit bias and antiracism training every two years) to all employees that sustains their personal growth and professional development over the course of employees' careers.*

Who will do what on EMP 2.8?

Work Group Lead: Dean Anniqua Rana

Work Group Members (open to all): PDPC, Prof. Ellen Young, Prof. Lezlee Ware, EAPC Tri-Chair, Krystal Martinez and/or their representatives, Prof. Ray Lapuz (FLP), Roz Young (Classified lead for PDPC), and invite others so all constituencies are represented. Consider District HR PD as well (especially the IDEAL program).

Desired Outcome: Contribute to the draft college-wide professional development plan and recommendations with a focus on social justice and antiracism.

Timing: Initial recommendations to PBC before the end of the Fall 2023 term. PDPC to prepare and present a draft College and Professional Development no later than Spring 2024.

2.9 *Implement a campus-wide bias incident reporting system with safeguards for victims and transparent methods for addressing all reports effectively. Ensure that privacy-protected data on incidents are disseminated for analysis, policy improvements, and prevention.*

Who will do what on EMP 2.9?

Leads: Dr. Kealoha, Dean Hartman; and Mwanaisha Sims and Dr. O'KenZoe Selassie-Okpe (District)

Desired Outcomes: Recommendations for implementation to EAPC and PBC

Timing: Action items to EAPC and PBC in September, 2023 regarding recommended next steps

2.10 *Reimagine and transform college participatory governance processes and structures to: (1) address equity and antiracism in all integrated planning and resource allocation decisions; (2) increase student voice in college processes, including program review; and (3) ensure classified staff have adequate time to contribute to the committees and councils on which they serve.*

Who will do what on EMP 2.10?

Leads: EAPC Tri-Chairs, Kiran Malavade, Krystal Martinez, Michiko Kealoha

Desired Outcomes this fall: Refine EAPC priorities: PD, policies and procedures

Timing: On-going

2.11 *Develop the College Cultural Center (Multicultural Center) to provide timely, relevant, and intentional programming that serves the needs of the campus community in a manner that supports antiracist work at the College and more effective support for and representation of diverse racial, ethnic, and LGBTQ+ groups in the community. Include student voices on an ongoing basis to ensure the Cultural Center fosters leadership development opportunities that support understanding and interpreting various points of view that emerge from a diverse world of peoples and cultures – carry this initiative forward from last year*

Who will do what on EMP 2.11?

Lead: Dr. Michiko Kealoha

Participants (open to all): Cultural Center Staff and SSPC Cultural Center Task Force

Desired Outcomes: Decision about a permanent location to College President by October 2023.

Priority #2: Expand Programs and Opportunities

(in NFO, BH, EPA w/emphasis on BIPOC communities)

EMP Objectives for 2023-24

3.6 Triple the number of high school students on campus during the summer and on Saturdays during the academic year

Priority #2:
Expand programs and opportunities to new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities?

Who will do what on Priority #2?

Work Group Lead: Dr. Manuel Alejandro Pérez

Work Group Members (open to all – meetings will be off campus, in the community): Stephen Redmond, Mayra Arellano, Estela Garcia, Dean Bennani, Dean Sullivan-Torrez, Umoja and Puente program representatives, Silindra McRay (Chief Strategy Officer, Ravenswood USD and CAN's newly hired professional expert (temporary contractor) with BDW/Menlo Park)

Desired Outcome (recommendations to PBC):
Continue to develop relationships and strengthen our partnerships in these communities: Boys and Girls Club MOU; Ravenswood USD regarding bringing their students to campus during the summer.

Timing: Update to PBC by the end of Fall 2023 term

Priority #3: Strengthen K-16 pathways and transfer

EMP Objectives 2023-24

3.7 Fulfill the MOU with Sequoia UHSD, SF State and CSU East Bay

3.8 Strengthen transfer support services to increase transfers

3.9 Implement AB 1111 (common course numbering) and 928 (CalGETC)

Who will do what on Priority #3?

Work Group Lead: Dr. Chialin Hsieh

Work Group Members (open to all): Max Hartman, Mary Ho, Gonzalo Arrizon, Gloria Darafshi, Ameer Thompson, James Carranza, Stephen Redmond.

Desired Outcomes: Continue implementing our Living Promise MOU and review current Transfer Plan and identify areas of focus for the coming year to improve the ability of Cañada students, particularly BIPOC, low income, and first generation students to transfer to 4-year universities seamlessly in a way that closes the equity obligation the College sees in our transfer rates.

Timing: Recommendations to PBC before the end of the Fall 2023 term.

Priority #4: Reimagine how we support students' accessing career opportunities

EMP Objectives

3.10 Centralize and coordinate employer relationships to scale opportunities for students

3.11 Create and expand career exploration experiences for students

Who will do what on Priority #4?

Work Group Lead: Dr. Karen Engel

Work Group Members (open to all): Hyla Lacefield, Max Hartman, David Gainey, Bob Haick, Interim SW Director, Career Counseling Aid (new hire), Mercedes White, Ron Andrade, Rance Bobo - EAPC representative, and (LAEP team (Financial Aid Office) as a resource).

Desired Outcomes: Recommend to PBC on how we can better serve our students (organizational changes, programmatic changes, communication). Consider the bigger picture and make recommendations for aligning our relationships with employers to improve and scale career opportunities for students.

Timing: Report recommendations to PBC before the end of the Fall 2023 term. 13

Leadership Retreat

Small Group Discussion Notes Summary below

August 10, 2023

Priority #1: Create and sustain an inclusive, antiracist, and equity-minded campus culture

EMP 2.8

Provide regular, accessible, planned and intentional professional development opportunities (including implicit bias and antiracism training every two years) to all employees that sustains their personal growth and professional development over the course of employees' careers.

Challenges 2.8
- The current HR implicit bias training needs an update
- Make sure this also happens in the classroom
- The training should be mandatory through HR
- The training should not be mandatory. Rather, move from compliance to culture change, to engaging professional development
- If we make it mandatory, are people going to get upset?
- Will this be a new policing system?
- This may feel overwhelming to people - it is hard to find enough time for something "extra" - especially at peak times in the academic year (Flex)
- Can we offer it at off-peak times? Noon on Fridays? Summertime for staff?
- Keenan can be silly and may be too low of a bar, but it could get us started and meet with less resistance.
- Sometimes it's the same folks engaged in this work - how can we create policy or other mechanisms to make sure everyone participates/engages
- Who can facilitate an open and safe space to have hard conversations?
- How can we create a culture in which we are willing to be vulnerable and accept that we need help?
- We will need commitment and participation from all constituent groups, including administrators
- Administrators need support so they can model behavior for how their teams can/should respond
- Trainings are incomplete. We don't discuss how whiteness in America influences the people of color. What are the next steps after we discuss this?
- Our Board policies need to be changed
- Role playing could help
- Case studies could help
- Shared experiences could help

Needed 2.8

- It needs to be practical - 1 or 2 things that one can implement in daily life
- Need to identify staff responsible for organizing it. We know from QOTL that making the training, offering it, tracking who is taking it, when they've done it, is a job in and of itself.
- Who has the skills to create a curriculum? EAPC? This may require external support/experts/consultants
- Can we include implicit bias in the QOTL or other required training?
- Can we include it in existing meetings or structures? Division meetings, for example?
- We will need to modify the HR implicit bias training for faculty and staff. Include different case studies, different scenarios.
- Adjuncts will need to be included and compensated.
- Pay classified staff to do training outside of flex day.
- We have various actors in this space that still need to be coordinated (EAPC, PD Committee, Senates, Faculty Teaching & Learning Center, HR)
- Can we have some kind of on-going drop in resource - so it's not just one, long training, but also on-going dialog spaces or drop in places to ask a question
- Continue Campus-wide activities for all employees such as speakers, reading a book together (in person and on-line)
- Create an open space to discuss current events
- Do we need an outside third party person to respond to incidents of bias so that we can avoid the possibility of retribution?
- Review our policies and procedures
- Something like a CARES team that would respond to incidents of bias would help.
- We have to close the loop. If you don't see the loop closed we feel like nothing is done. Doesn't have to be specific if that is not appropriate, just confirmation that things are followed up and done.
- We never hear back, and we know we can't, but we need to have some means of being heard. Without the mechanism for return, it doesn't work.
- Communication - is key

Implement a campus-wide bias incident reporting system with safeguards for victims and transparent methods for addressing all reports effectively. Ensure that privacy-protected data on incidents are disseminated for analysis, policy improvements, and prevention.

Challenges 2.9
- Staffing - where does this live?
- Coordinate with the District Office so we don't duplicate efforts.
- People don't know the current process. What is it? We need to educate people.
- How does this relate to the CARES reports?
- How will a "bias incident reporting system" interact or integrate with existing disciplinary or evaluation systems.
- Tutors, peer mentors assist in filing bias reports via the CARES reports. Adding another reporting system may be a challenge.
- Trust in and support for this process may be challenging - people may fear they will be targeted as aggressors. So we will need clarity about what will happen as a result of the report, and what are potential outcomes for both the person reporting and the person/incident being reported.
- We will need to address privacy concerns.
- We want to avoid a hostile environment. Call in, not out.
- We need closure once the issues are reported. More openness and transparency.

Needed 2.9
- We need to ensure that there isn't retribution for reporting
- We need to define a reportable bias incident
- Are College personnel trained to formally investigate bias? When might a complaint process go directly to the HR complaint process.
- Need clarification about reporting process, objectives, expectations.
- We will need training. Perhaps a video that walks people through the process.
- Just like Early Alert, we need to build trust and this may take time.
- Provide support to those who may feel threatened.
- Communicate that the system is for everyone, that it is identity based, and that everyone can use it and potentially benefit from it (for example, older employees might have fear of it, but they also could benefit from it)
- Part-timers - we will really need to think through how to on-board them with this and how to allay any fears they might have of it.
- Will it be anonymous?
- Learn from the incidents reported and train the managers on how to support
- Emotional support and intelligence
- Use a restorative justice framework

EMP 2.10

Reimagine and transform college participatory governance processes and structures to: (1) address equity and antiracism in all integrated planning and resource allocation decisions; (2) increase student voice in college processes, including program review; and (3) ensure classified staff have adequate time to contribute to the committees and councils on which they serve.

Challenges 2.10

- Empower EAPC to lead the antiracism and equity work
- Change is hard
- People feel like they don't have time. Program Review and requesting resources is already a stressful, packed process
- How can we improve/incorporate equity considerations into this process better?
- Do we need equitable compensation for people who work on this?

Needed 2.10

- Open dialogue and all are regularly informed about or directly engaged in the process.
- Streamline decision-making, decision-points.
- How do we increase participation in general?
- How do we insure representatives represent? (Senates refine # of committees, create a rotation of participation, so people experience different committees, especially including equity work)

EMP 2.11

Develop the College Cultural Center (Multicultural Center) to provide timely, relevant, and intentional programming that serves the needs of the campus community in a manner that supports antiracist work at the College and more effective support for and representation of diverse racial, ethnic, and LGBTQ+ groups in the community. Include student voices on an ongoing basis to ensure the Cultural Center fosters leadership development opportunities that support understanding and interpreting various points of view that emerge from a diverse world of peoples and cultures.

Challenges 2.11
- The Cultural Center does not have a solidified budget. What programs do we do and not do, how do we decide? What if we have to turn people away?
- How can we engage students to use the space and what may they do in it?
- How does it interact with other special programs on campus?
- Make sure it is inclusive and celebrates the diverse cultures at Canada College.
- Make sure that the impact of the Cultural Center is felt campus-wide, not just in the current space.
- It is important for outside community partners to utilize the space.
- Make sure that the Center has an online presence (social media/website)
- Sometimes we see the goal, but connection may be lacking–or some may not even believe that bias or racism directly impacts people "here."
- How do we create an institutional network of sustainability and continuity over time?
- Will the Cultural Center have circles or a safe space for folks to get together and say what they are going to say, "Do you want us to just listen or is this something different…"

Needed 2.11
- Ensure that equity and antiracist work and work of the Cultural Center is integrated throughout the college.
- Can the Cultural Center be open in the evening as well for our evening students?
- First wednesday or something, once a month brave spaces, maybe over lunch.
- Could we hold courses in the Cultural Center?
- Extra credit for events and things through the cultural center and community events.
- Make sure all students and professors know about Umoja.

Priority #2: Expand programs and opportunities to new community members in N. Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities

Challenges
- Only a few staff are actually from these communities or have familiarity with them or what the College is currently doing to serve these communities
- Job Train is not that close to Belle Haven
- Traffic is an obstacle and so the time classes start, even at Menlo Park, really matters.
- Improve night school
- Not enough transportation for students to get to campus.
- Public transportation if you leave at 6 am it takes about 1 hour and ½ to get to campus. It's expensive to get to campus from these communities
- The closest High School is Menlo Atherton
- Food, transportation, access to wifi are all challenges
- Would a Redwood City location make more sense? It's the center of the transit network.
- How can we work better with employers to understand what kinds of programs might be most beneficial for our community members?
- The lack of childcare is a big obstacle for some community members
- If our transfer numbers are low, then high school students from EPA may be more likely to choose Foothill or DeAnza

Needed:
- Partner with the Boys and Girls club. Have space within that community for students to work from there.
- Provide a space for students to work and do their online courses. The space must have good internet.
- Provide internet and technology.
- Do we know if we're offering programs that the students want? Vocational/professional certificate programs? Professional certificate?
- We offer Lyft. Can we expand it? Students have to be 18 or older, which makes it challenging for middle college students.
- We need financially sustainable ways to get more people to campus.
- Check the UC Berkeley's intervention to help with transportation (Nimsi)
- Speak with people at churches and other community centers to promote CAN and connect with the community.
- Meta opened a community center. Try to partner with them to have a Cañada representation.
- Contact with Meta or other partners to offer stackable certificates.
- Meet with the city council to see how Cañada can better serve the Belle Haven community.
- Utilize the Menlo Park center as a satellite. Not for credit classes. Collaborate with Ikea/ Target and local businesses in BH for them to get jobs so they can pursue long term goals to transfer.
- Learning communities and maybe a summer bridge learning community for high school students supported by effective transportation.
- Go talk to community members and employers to understand what the opportunities are.

Priority #3: Strengthen transfer support services to increase transfers

EMP 3.8

Strengthen transfer support services by, (1) building University pathways and expanding the University Center, (2) increasing by 35% the number of Cañada College transfer-seeking students who achieve transfer readiness and the number of students who apply to a 4-year University between 2022 and 2027 (adjusted for enrollment fluctuations) and, (3) reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students.

Needed 3.8
- Multiple Transfer Fairs to include schools other than UCs and CSUs.
- Have university transfer representatives on campus.
- Streamlining the transfer process
- Take advantage of Transfer agreements and bring more university partnerships.
- Guided Pathway and embedded counseling
- Create students support groups- peer to peer support-
- Invest more in more proactive counseling with dedicated counselors.
- Invite Gonzalo to the community breakfast
- Invite Gonzalo to meet with instructional deans.
- Marketing's "What's Happening at Cañada Event Calendar" can start populating transfer deadlines.
- Can we add evening hours for the Transfer Center?
- Do we all even know about the transfer process? How can we improve what we all know about it? Faculty could help carry the message if we give it to them
- The Financial Aid office could partner more with our main transfer partner students to ensure hand holding in the financial aid process. Let's do this ASAP within our Living the Promise partners: East Bay, SF State.
- We need to address the equity gap in transfer for Hispanic students.
- Can we help use LAEP funds to support Latinx transfer students? Can we create on campus jobs? In IT? Chem Labs? Facilities? Maybe we need to be at our own job fair!!!?
- Package SEPs with the LAEP programs…make it a default…especially for Latino male transfer students.
- Can we all help students write their PIQs?
- Give a transfer presentation during October flex

Priority #3: Strengthen transfer support services to increase transfers

EMP 3.8

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Challenges 3.8
- Changes to IGETC, program plans, ADT mandate: All these changes bring a lot of complexities to staff and students.
- Transfer process is intimidating, demoralizing and challenging for students, especially if students end up taking unnecessary courses.
- Transferring is such a complicated process, how can we better support students in understanding the process and deadlines?
- Some students experience inconsistent advice from general counselors.
- What are we offering for undecided students?
- So many new pathway programs- dual admissions and CSU pathway programs, how do we make that more visible?
- How do we get data about what dual admissions students we have on our campus?
- How do we promote this program?
- What about non- recent high school grads?
- Handbook for first generation transfer students?
- How do we partner with instructional faculty?

Priority #4: Reimagine how we support students' accessing career opportunities

EMP 3.10

Centralize and coordinate College relationships with community and employer partners in order to expand and improve college partnerships with employers, community organizations, high schools in a manner that scales opportunities for students and improves the community-serving brand of the College and supports our educational mission.

Challenges 3.10
- Our two apprenticeship programs will help us learn how to do this better
- How can we better coordinate employer relationships and leverage them to greater impact (into the students' experience) - we need a vision! What could this look like?
- More expertise to Career centers to support undocumented and immigrant students.
- Create and develop connections to industry–with intention and direct hand-off.
- How do we engage transfer students?
- Challenge CRER 137 may not be included in the CalGETC pattern….
- MyMajors implementation…
- Need more staffing, space, sustainability
- Promote from within and retain institutional knowledge.

Needed 3.10
- Encourage students to use program mapper.
- Explore data to identify patterns of success for transfer and all students.
- Need to be inclusive–consider undocumented students.
- How do we eliminate hierarchies between career and transfer?
- Every single Umoja student is a transfer student.
- How do we partner with our programs?
- How do we package career and transfer planning into some kind of umbrella set of messages about "what will happen next"? Maybe: "Cañada Next"?
- Set up job site visits/industry visits like university visits.
- Need to ask students better questions to help understand their goals (not what do you want to do, but what do you want your life to look like?)
- Define what success in the area of career looks like? What metrics will we use?
- How can we leverage ourselves (administrators, faculty, staff) to serve as career mentors or role models?

All materials, slides, and notes from the College Leadership Retreat on August 10, 2023 are available at:

https://canadacollege.edu/plans/leadership-retreat.php