

Student Services Planning Council



MINUTES

Date: Wednesday, February 23, 2022

Time: 2:00-4:00pm

<https://smccd.zoom.us/j/94950753901>

1) Welcome

4 minutes

- a) Time Keeper – Maria Huning
- b) Do we have our team? (Quorum: 13)

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

Guests: Heather Nunes, Chantal Sosa, Ron Andrade, Katie Dominion

Welcome to Heather Nunes – Veterans VROC Short-term Office Assistant
Heather will be in the office Monday through Thursday and virtually Friday.

Welcome to Ron Andrade – shared Director of the Learning Center and Guided Pathways

2) Adoption of The Agenda

2 minutes

Lorraine Barrales-Ramirez motions to adopt today's agenda
Soraya Sohrabi seconds the motion
Approved by all those in attendance

3) Approval of the Minutes

2 minutes

a) February 9, 2022

Danielle Pelletier motions to approve the minutes with the update to the spelling of her name on page 1.

Mary Ho seconds the motion

Approved by all those in attendance

4) Reports

a. "Why" We Do What We Do Share – Nimsi Garcia

/ 2 mins

Next Ron Andrade, Sarah Cortez

"I'll begin with my experience as a student at Cañada. I was a student here some time ago, I was a first-gen student, I came from a low income family, I was undocumented and I almost didn't go to college because I didn't see it as a path for myself but from the beginning of my time here at Cañada from getting started with EOPS I received a huge network of support and encouragement, of staff and faculty who believed in me, who saw me getting to places I didn't necessarily see myself in and because of that I achieved a lot and I gained a lot of skills and tools to succeed. After I graduated from my bachelor's I knew that I wanted to return, I knew that I wanted to participate in and do that same type of work and give back that same type of love and support that I received. And that is why I'm in my role and I feel really fortunate to also be able to do this for my family as a first-gen student and it mattered to me that I could be a role model for my family. I feel so grateful to be at Cañada because in the past two years I was able to help my own younger brother and my cousins as they started their college journey. That to me was like coming full circle and meant a lot to me. And another thing that really motivates me and another thing that I really appreciate about being at Cañada is I have the opportunity to transform our college and to heal the parts of our college that are coming to terms with our history of racism. That's why I'm here and that's why I'm involved."

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

All

¡ESO! Adelante – SF State Campus Visit this Friday, February 25 at max capacity – 25 students registered plus we have a current waitlist.

Notre Dame De Namur University student drop-in hours (see attachment).

Please share with your students. (Mary Ho)

Welcome Center- Welcome Center has transitioned to prioritizing counseling appointments for the Radtech Program Applicants and ADT Petitions. These

students will need to contact the Welcome Center to schedule appointments.
(Sarah Cortez)

c. *Special Report*

Aricka Bueno / 5 mins

a. *Black Students Matter Speaker Series*

As a Black Students Matter committee member, Aricka contacted Lezlee Ware and Rance Bobo from the Umoja Program to collaborate for the Black Speaker Series to celebrate black excellence during Black History month.

The event will be hosted by the BSM committee on Tuesday, March 1, 2022 at 3:00 via zoom (meeting ID: 885 0599 8113 Passcode: 306210)

Keynote Speaker:
Dee Hankins

Featured Speakers:
Delicia Pennix
Tamarik Rabb
Tim Dupre

Please join us in helping our students to focus on resilience.

5) Standing Items

a. PBC

Max / 4 minutes

Last meeting was February 16, 2022.

At this meeting there was a discussion about the Áse Power Consults, we had a presentation and proposed application to participate in the Chancellor's Office SEM Program (Dr. Robinson, Dean Engel and Roz Young, Ludmila provided a fund 3 and managed hire process.

Our next meeting will be March 2, 2:10-4:00

The SEM Program was an invitation from the Chancellor's Office to be part of a cohort to write for a non-funded grant to be part of a team to learn more about how to increase something that we wanted to increase in our student population. We were thinking about how to increase enrollment but due to the time commitment and the commitment of a ten person team we would needed to have together by last Monday, we decided it was too short of a time frame. We plan to do the work but not with the non-funded grant.

b. VPSS Updates

Manuel / 4 minutes

Stay tuned for more frequent updates regarding commencement.

We are working on expansion of our Dual Enrollment opportunities. We're exploring working with Cabrillo Unified with the Adult Education School and Los Listos Preschool Education Programs. This is part of ECE expansion.

Antigen testing distribution for students will begin soon and each employee is now able to pick up a box of two antigen tests. You can pick these up in Division offices or the program offices where you work.

Please pass the word that we have these tests and they do have an expiration date of July so they need to be used!

c. Enrollment Services Committee Update

Wissem / 4 minutes

ESC did not meet since our last SSPC meeting

Our next meeting March 4, 2022

TAG / ADT Petition deadline has been extended to March 4

SUMMER 2022:

- Priority Reg: April 12, 2022
- Open Registration: April 19, 2022
- Late Registration: June 13th- June 16th

FALL 2022:

- Priority Reg: May 4, 2022
- Open Registration: May 18th.
- Late Registration: August 17th-August 30th

Spring 2022 degree/Cert petition deadline has been extended to April 1st

d. Guided Pathways

Mary / 4 minutes

We welcomed Claudia Alvarado to our Steering Committee. Claudia is one of our Success Navigators in the Business Interest Area. She is also a Career Resource representative in addition to Bob.

We had time to update everyone about our priority action items.

6) Discussion

a. COVID-19 Student Services Roundtable

All / 15 mins

Danielle Pelletier is concerned about the student equity issue regarding COVID testing. She sees discrimination against students who, for whatever reason, choose not to get vaccinated and asks the question, how can we make this equitable? Danielle read and requested her letter be attached to the minutes.

(Sarah) As a college maybe we can modify and clarify our messaging. We especially want students to know everyone is welcome but please update your vaccination status or submit an exemption.

(Nimsi) I feel uneasy about comparing the struggle to fight outright, anti-Black discrimination and violence with what sounds like defending political ideologies. This comes from the use of MLK Jr.'s quote. While I agree that everyone has the right to their own ideologies and choice over their bodies, I would like to also bring attention to why there is a need for vaccination mandates. BIPOC communities and people have been disproportionately impacted by the COVID-19 pandemic and economic downturn in the local community. Putting health precautions and safety first and foremost matters greatly, given that we serve many BIPOC identified students who's very own families have been impacted. I agree with Sarah that perhaps messaging should be clearer, but not that we should redact protections we have in place.

If a student does not plan on getting vaccinated they will only be allowed to register for virtual classes and access virtual services at this time. Students may also request a Medical Exemption or a Religious Exemption. If this is done, a student may attend classes on campus but must test weekly.

With HEERF funds do we have enough money to buy additional Neat Boards for classrooms and make them Hyflex so we can have more courses online? Might we have the support for this going into the Fall semester?

There are two ways we can get additional Hyflex spaces. One, our instructional Deans have identified a number of additional spaces to convert to Hyflex, including our Smart Classrooms. This work is happening within the next four weeks. The second is to purchase neat boards which is a mobile device.

If you have a request for HEERF funds, speak with your Dean or Director about putting forth a proposal.

San Mateo County Dashboard for COVID related data:

<https://www.smchealth.org/data-dashboard/county-data-dashboard>

<https://www.smchealth.org/data-dashboard/vaccination-totals-locations-data>

b. Student Services Student Staff Access

Manuel / 15 mins

The question that has arisen is in regards to access to keys, access to spaces on campus, and even having a plan in place so our student workers are fully aware of what it means to be staffing the office space on their own.

We would like to generate a smaller work group to draft and organize a plan that would be a SSPC document that all of us to follow as it relates to student staff access.

We have pockets of best practices but we don't have a standardized plan for SSPC departments to use. We want all students who work in Student Services to know they will adhere to the same standards.

Suggestions:

- An orientation video for our new student staff that discusses safety, security, access, what it means to have a key to a space, what to do if something unexpected happens or they work in a space that jeopardizes health or safety or if they just feel like they need support.
- Each department that has students should train their students and give them guidelines, standard protocols, etc.

Why do we not give students keys or additional responsibilities?

Some thought giving keys to students was allowed. A student should have an ID badge so, in the case of an emergency, they can be identified as employed by that department. Also if a visitor comes to the desk, they see the name badge and know they are representing the department.

There are already guidelines put in place from the District and four different levels of responsibilities. Please look at the student Salary Schedule to be sure the responsibility you give the student is at the correct rate of pay.

Student Assistant Salary Schedule
Effective January 1, 2022

Category	Hourly Rate	
<p>Level A (Entry level) Under direct supervision, tasks assigned are entry-level, typically routine, and have limited responsibility. Students in Level A positions are assigned duties which primarily consist of such tasks as the following:</p> <ul style="list-style-type: none"> • duplicating • alphabetizing/sorting • stocking (store clerk) • filing • receptionist duties • taking messages • bulk mailings • making deliveries • routine data entry • facilities maintenance 	\$16.20	\$16.62
<p>Level B (Intermediate level) Under direct supervision, tasks performed require some specialized knowledge, skills, training, and/or experience. Students in Level B positions are assigned duties which primarily consist of such tasks as the following:</p> <ul style="list-style-type: none"> • tutoring • cashiering • scanning to WebExtender • routine correspondence • preparation of spreadsheets • data analysis for reports • laboratory assistant • complex data entry/retrieval • customer service • perform detailed calculations 		
<p>Level C (Specialist level) Under general supervision, tasks assigned are complex within the scope of student assignments, with specialized skills or abilities. This level may include responsibility for coordinating the work of lower-level student employees. Students in Level C positions are assigned duties which primarily consist of such tasks as the following:</p> <ul style="list-style-type: none"> • operate complex equipment • preparation of presentations • student services support • database setup & maintenance • language translations • accounting assistant • program coordinator • laboratory instructional aide • high school outreach • classroom/community presentations 	\$19.12	\$20.12
<p>Level D (Technical level) Under limited supervision, tasks assigned require proficiency necessary to perform highly complex tasks, which require specialized technical knowledge, previous experience, a high degree of independence, responsibility and creativity within the scope of student assignments. This level may include responsibility for coordinating the work of lower-level student employees. Students in Level D positions are assigned duties which primarily consist of such tasks as the following:</p> <ul style="list-style-type: none"> • creation of interactive forms • web page preparation • directed technical services • programming • equipment maintenance/repair • accounting specialist • technical writing • use of complex software • audio/video services • troubleshooting 		

Work Group - to research information and bring back to SSPC
(Nimsi Garcia, Maria Huning, Sarah Cortez, Margarita Baez, Adolfo Leiva)

7) Business Items

- a. Use Power Consult Report and Transformative Antiracism Leadership Framework All / 30 mins

What does this mean for us? How do we enact this change? How do we move through different layers to implement change? How do we make our campus stronger in our commitment to anti-racism and equity?

Transformational & Anti-racist Leadership In Student Services

October 27, 2021

**Four I's
Transformational Leadership**

The Four I's of Transformational Leadership (Bass, 1985, 1990, 1995, 2008)

Atlantic Institute | RHODES TRUST | A (K)New World Post COVID-19: Anti-Racist Leadership: Commitment, Action, & Sustainability Thursday, November 5th with Elizabeth Crews, Betsy Hodges, and Leyla Hussein

What does this mean to you?
What does it look like in practice?

1. self/intra

What does Transformational Antiracism look like **in my own leadership practice**?

2. relationships/intra

What can Transformational Antiracist leadership look like **in my relationships with others**?

3. program/sphere of influence

What should or could Transformative Antiracism look like **in our program or office**?

4. Student Services Planning Council

What should or could Transformative Antiracism leadership look like **for us as a Council**?

Program Feedback

Disaggregate Data and Impact

- Disaggregate data to reflect real impact on different communities (within our departments)
- Each group looks at our outcomes (ie. at Counseling, who's getting SEPs)
- Critically review and challenge our outcomes

Tailor services to students from minoritized backgrounds

- Target fin aid campaigns to support underserved communities. Use multiple strategies for information dissemination
- Tailoring our services and the information shared to individual students; not just in large groups/workshops.

Fostering empathy and kindness with each other as colleagues

- Owning that we're all learning about anti-racism - and we're all at different places on this gradient

Using an anti-racist lens to hire, recruit and foster my team

- How should we incorporate anti-racism into our hiring process, meetings, outreach and evaluation?
- Selection and training of both staff and student employees to ensure that the whole team is aware and committed to anti-racism
- Reimagine and dream as a team, in ways we approach transformational leadership and antiracist work
- Reviewing materials, content, etc. we create and language we use to make sure that it is student friendly and in alignment with our anti-racist initiatives

Creating an open environment for challenging racism

- Learning from our history and moving in the direction of change.
- Being able to call out microaggressions, racist comments, etc. Not to fall into inaction.
- Role model and foster a open space to have these conversations/experiences

Influencing larger transfer efforts



Communities of Practice

What does Transformational Antiracism look like in my own leadership practice?
What should or could Transformative Antiracism look like in our program or office?

Share your best practice at an upcoming SSPC.

Sign Up to Share Out:

- **February 9** - Example of data disaggregation and impact
 - Presenter = Max
- **February 24** - Example of service tailored to students from minoritized backgrounds
 - Presenter = Wissem
- **March 9** - Fostering empathy and kindness with each other as colleagues
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- **April 6** - Creating an open environment for challenging racism
 - Presenter = Candice J. & Maria H.

Spring 2022 - TA Leadership Focus Areas (in SSPC workgroups → SSPC)

What specific goals would Student Services like to accomplish for 21-22 relative to our operations, our prof dev, and our relationships?

- **Operational:** what can this TA leadership lens look like with a targeted focus on specific technical, functional, and day-to-day
- **Developmental:** what can TA leadership look like in our professional development for Student Services?
- **Relational:** what does TA leadership look like for Student Services in our relationships with each other, with others, and with the greater community?



SSPC Workgroups

What should or could Transformative Antiracism leadership look like for us as a Council?

Create an action plan for SSPC.

4 Workgroups

At least 3 members per group

Generate ideas and create an action plan for SSPC

Share out your workgroup progress at every SSPC agenda from February - April

Share the SSPC action plan at PBC in late April

- **Team 1 - Foster Anti-racist Collaborations**
 - How can we reach this goal as SSPC through day-to-day practices?
 - How can we reach this goal as SSPC through professional development?
 - How can we reach this goal as SSPC through community building?
- **Team 2 - Create Reflection Opportunities**
 - How can we reach this goal as SSPC through day-to-day practices?
 - How can we reach this goal as SSPC through professional development?
 - How can we reach this goal as SSPC through community building?
- **Team 3 - Champion Campus Equity Initiatives**
 - How can we reach this goal as SSPC through day-to-day practices?
 - How can we reach this goal as SSPC through professional development?
 - How can we reach this goal as SSPC through community building?
- **Team 4 - Build a System to Challenge Racism**
 - How can we reach this goal as SSPC through day-to-day practices?
 - How can we reach this goal as SSPC through professional development?
 - How can we reach this goal as SSPC through community building?
- **Team 1 Sign Up**
 - Member 1 → Organizer (Gets group together, creates zoom) =
 - Member 2 → Recorder (Writes notes) =
 - Member 3 → Main Reporter (Reports out to SSPC) =
- **Team 2 Sign Up**
 - Member 1 → Organizer (Gets group together, creates zoom) =
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- **Team 3 - Sign Up**
 - Member 1 → Organizer (Gets group together, creates zoom) =
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- What could be our actionable next steps?
- It will be helpful to identify key best practices and seeing how it fits into some of the recommendations.

- How can we infuse some of the recommendations into our Program Review process and borrowing some of the action items into our work?
- How can we move forward with this? The soonest milestone would be to revisit our Communities of Practice conversation for Student Services.
- We can reschedule Communities of Practice dates; The February 9 and February 24 share outs to later dates and we can also double the discussions on each date.
- We begin to site how these practices relate back to [Áse Power Consult report recommendations.](#)
- Is this our commitment as a council or is this our commitment to how we contribute to the college? How do they intersect? Is this work much larger than this council?
- How can we do this anti-racism work, equity work, or social justice work with or while we do our regular work instead of making it separate from our regular everyday work?
How can we create those subgroups or create the intentionality and strive for impact in those subgroups and weave them into all of the operations we do in SSPC instead of creating these additional subgroups with additional meetings? (subgroups = communities of practice)
How can we anchor this so we don't lose the work we've already done?
Can we include this in our Bylaws?

The idea behind having these be Communities of Practice was that we are all a community and we have people that feel confident in certain areas share their experiences and share what they do with their teams so we are all learning from each other because we are all, in our own different areas, experts on transformative anti-racist leadership.

A formal invite will be extended to speakers interested in continuing and/or rescheduling our Communities of Practice Share Outs. With the hopes our first date scheduled for March 9th will be presented by Nimsi Garcia speaking on "Fostering empathy and kindness with each other as colleagues".

If you're interested in collaborating with Nimsi on her subject, please reach out to her.

The next SSPC Planning meeting is Tuesday, March 1 at 10:00. Please come if you are interested in helping figure out actionable next steps.

- | | |
|---|----------------------|
| <ul style="list-style-type: none"> b. Student Services Program Review - Next Steps <ul style="list-style-type: none"> a. Ranking b. Future improvements | <p>Max / 20 mins</p> |
|---|----------------------|

The Program Review committee wants to walk away from Spring 2022 with two solid outcomes. Confirm the timeline for 2022-2023 and update the questions for program review.

Action Items:

- November 9, 2022 could be a date set aside during SSPC to discuss and give feedback to our colleagues for in the Fall semester.
- Do we want to set a specific date to set aside division meeting to discuss non-personnel resource requests rankings? This needs to be done by March 15 in time to submit it to Planning & Budgeting Council.

Is anyone interested in reexamining, updating and reviving our Program Review questions taking into account the discussion today on transformational anti-racist leadership and some of the recommendations from Åse Power Consult?

Mary Ho and Maria Huning are interested in helping Max.

Max calls for a vote.

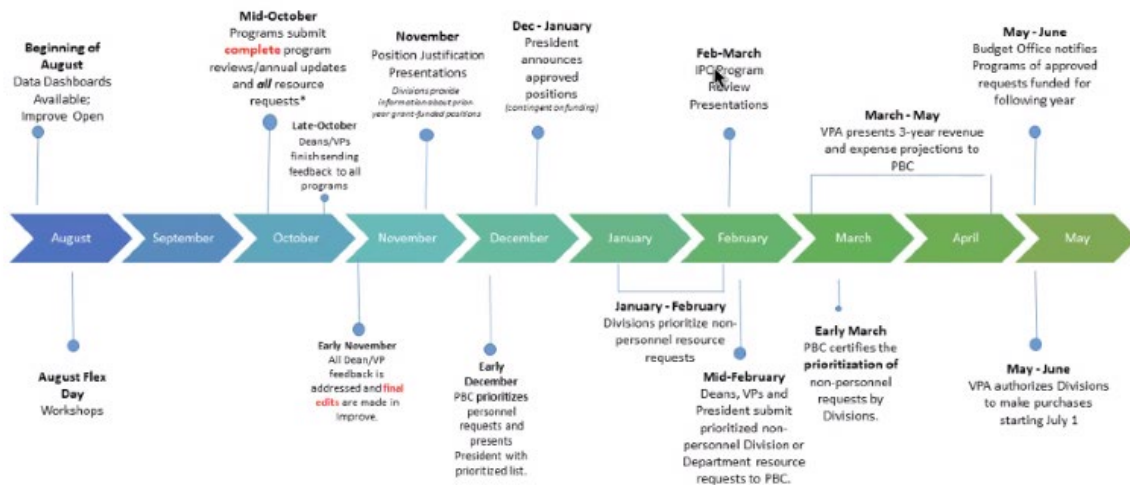
Dr. Bennani makes a motion to commit to feedback from SSPC on Program Review by November 9, 2022 and ranking of non-personnel resource requests by Division by February 3, 2023.

Eshton Liu seconds the motion

Approved by all those in attendance with the exception of Danielle Pelletier who abstains

2021-2022

Program Review Timeline



*Resource requests include an Annual Update in non-comprehensive program review years.
Revised by Program Review Work Group, Spring 2021

8) **Open Forum and Feedback**

*An opportunity for anyone to discuss any additional items.
What would we like to cover in the next SSPC?*

The OYE Planning Team invites you to volunteer at our 10th Annual OYE Conference for Latinx youth in Redwood City and North Fair Oaks. The conference, a project of the Redwood City Parks & Arts Foundation, will be held in person at Cañada College on Saturday, March 19th, 2022 from 9am-3:15pm. There are all day and half-day opportunities for volunteers available, and your knowledge of the Cañada campus is indispensable! Please fill out the form provided here by March 4th if you are interested in volunteering:
<https://docs.google.com/forms/d/e/1FAIpQLSc60Vx66ggeoX55wOlixRFI7VQzDeUIKDNLIH-pf5gafY9UpQ/viewform> (Maria Huning)

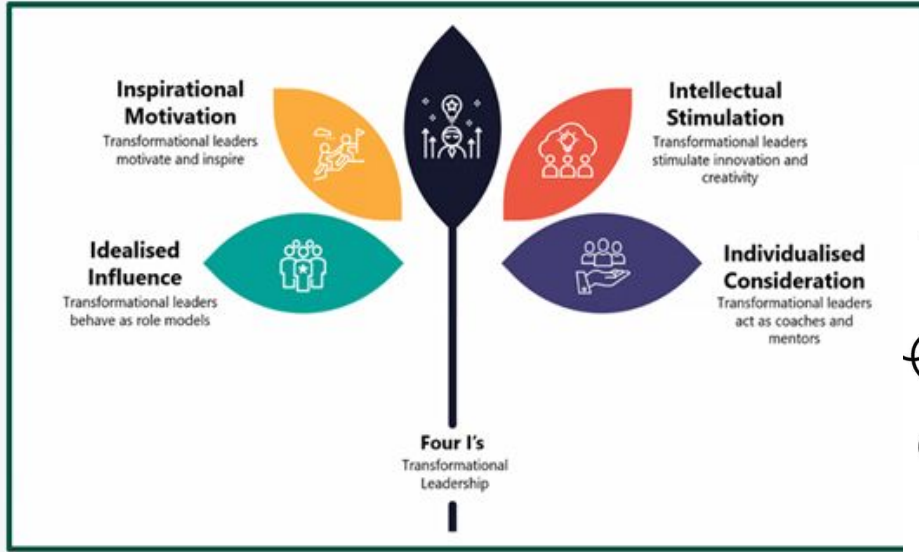
9) **Adjournment**

Next meeting is Wednesday, 2-4pm, March 9, 2022 via Zoom.

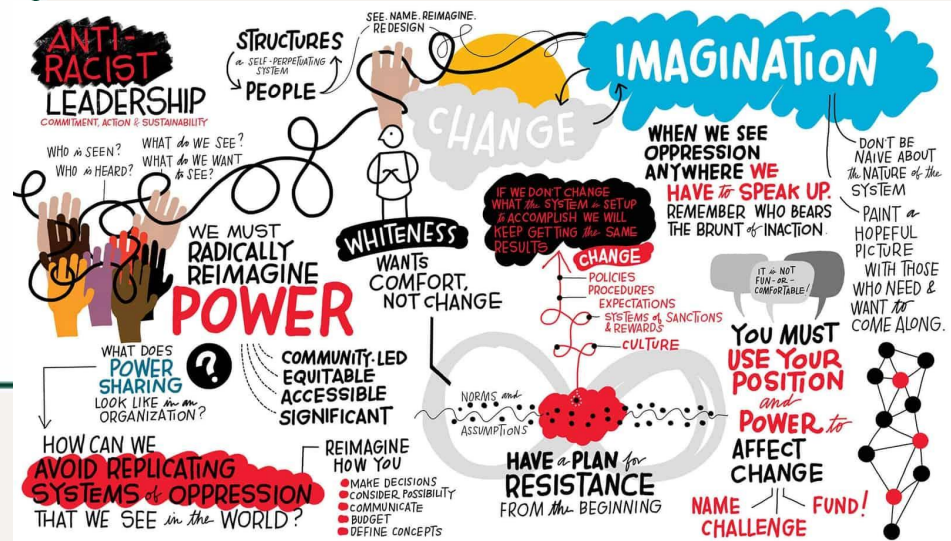
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SSPC 2021 - 2022 Focus Areas

Wednesday, November 10, 2021

Fall 2021 - Transformational Antiracist Leadership for Student Services

Review and locally-define the leadership framework

Spring 2022 - Student Services Communities of Practice (in SSPC)

What can we learn from one another?

Spring 2022 - TA Leadership Focus Areas (in SSPC workgroups → SSPC)

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SSPC Feedback

Program Review, refine questions to engage intentional self-reflection

Create space and processes to empower intentional transformational antiracist collaborations

- Having SSPC support efforts to empower (enable) and challenge
- A platform for intentional collaborations across student service programs working on transformation antiracist activities.

Hold and create more spaces for reflection and professional development, in SSPC and beyond.

- Provide professional development activities to support SS leaders
- Continuing to do leadership and reflective exercises like this!
- Model this in other areas like Flex (main session) for entire campus

Standardize the anti-racism work for the whole campus

Support and uplift efforts to create equity driven and anti-racist student services.

- Supporting and identifying anti-racist initiatives to bring on to campus, such as Umoja.
- Continuing to champion initiatives to support student equity such as Zero Textbook Costs, Food Pantry, Housing Insecurity and more
- Resource allocation

Creating an open environment for challenging racism

- Talk about our past experiences
 - Being able to call out microaggressions, racist comments, etc. Not to fall into inaction.
-



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- Member 3 → Main Reporter (Reports out to SSPC) =

STUDENT ASSISTANT EMPLOYMENT

| PRESENTED BY HUMAN RESOURCES



Cañada College • College of San Mateo • Skyline College

Agenda

- What is a Student Employee?
- Employment Policies
- Procedures
- Classifications
- Salary Schedule and Step Placement
- Re-Employment
- Employment Documents
 - International Student Assistants
- Payroll Deadlines
- Reports

What is a Student Assistant Employee?

- All persons who are employed in the Student Assistant pay category must be students of the San Mateo County Community College District.
- Exception: Recent graduates working as a Bridge Tutor.

Policies

1. Enrollment Requirements

- Students must be enrolled, at the District, in and maintain a minimum of six (6) units during the fall and spring semesters, and a minimum of three (3) units during summer session.
- For students receiving Federal Work Study, the six (6) unit enrollment requirements do not apply. Federal Work Study students may be enrolled less than half time in accordance with the U. S. Department of Education Financial Aid regulations.

2. Bridge Student Assistants (Summer)

- If student is not enrolled in classes at one of the campuses then the student is classified as a Bridge student between Spring and Fall semesters as long as they were enrolled in the Spring and will be enrolled in the Fall. **Supervisors must verify enrollment.**

3. Bridge Students Graduates

- Recent graduates from the district can be employed as bridge student assistant at any time throughout the year (from their graduation date) to serve as **tutors** for upper level courses.

Policies and Procedures can be found in the [Downloads](#) page.

Policies Continued

1. Maximum Work Hours

- Students may work up to a maximum of 20 hours per week
- Exceptions need to be approved by Vice President of Student Services

2. Breaks, Recess Periods

- Students can work up to 37.5 hours a week

3. For every 30 hours worked employees will earn 1 hour of paid sick leave with a maximum accrual of 24 hours per year

- Employees must be employed 30 days and pass the 90-day period

Policies and Procedures can be found in the [Downloads](#) page.

Procedures

1. Hiring Manager completes New Employment Packet/PAF and FP receipt.

2. Employment packet & FP copy /PAF is sent to CBO's office for approval.

3. CBO's office sends complete packet/PAF and FP receipt to District Office.

4. District Office verifies new hire packet/PAF is complete and enters in Banner.

Classifications

Student Assistant

- Student at one of the district campuses
- Enrolled in 6 units during Fall and Spring Semesters
- Enrolled in 3 units during Summer Session
- **Deductions**
 - Federal Taxes
 - State Taxes
 - Workers Comp (ER)

Bridge Student

- Employed in summer session enrolled in Spring and Fall semesters
- **Deductions**
 - Federal Taxes
 - State Taxes
 - Workers Comp (ER)
 - Medicare
 - Social Security
 - State Unemployment Insurance

Bridge Graduate

- Employed any time throughout the year only as TUTORS for upper level courses
- **Deductions**
 - Federal Taxes
 - State Taxes
 - Workers Comp (ER)
 - Medicare
 - Social Security
 - State Unemployment Insurance

Policies and Procedures can be found in the [Downloads](#) page.

Re-Employment

- PAF needs to be submitted for any re-employment if employee needs to update address, emergency contacts, etc. they may complete forms and forward to HR with PAF or make changes in Websmart.
- Default end date for all students is 05/31/16 except FWS 06/30/16.
- Please remember spring semester ends at the end of May. Approvers will be required to submit an additional PAF so their student asst/bridge continue for Summer/Fall.

PAF's can be found in the [Downloads](#) page.

Skyline College
 College of San Mateo
 Cañada College
 Chancellor's Office
 Date:

G#
 Underage 18
 Last Name
 First Name
 MI

STUDENT ASSISTANT

Effective Date:
 End Date:
 Salary Change
 Termination

New Employment
 Add a New Position
 Reemployment
 New Labor Distribution
 Approver/FYI

Position Number
 Salary Level (A,B,C,D)
 Step (1,2)
 Units Enrolled
 Job Title

Labor Distribution (Percentage Total must be 100%):

Fund	Org	Acct	Prog	Percentage	Notes/Comments:
<input type="text" value="10001"/>	<input type="text" value="1036"/>	<input type="text" value="2392"/>	<input type="text" value="674001"/>	<input type="text" value="100"/>	<input type="text" value="*Will verify student is over 6 units for Fall semester"/>

Funded through:
 Department Fund
 CalWorks
 BFAP
 Federal Workstudy
 Other

Web Approver Name/G#:
 Web FYI Name/G# (optional):

BRIDGE STUDENT

Effective Date:
 End Date:
 Salary Change
 Termination

New Employment
 Add a New Position
 Reemployment
 New Labor Distribution
 Approver/FYI

*Bridge Student Assistants must be enrolled Spr/Fall & units verified.
 Spring
 Fall
 Verified By:

**For Bridge Student who is a graduate:
 Date Graduated:
 Verified By:

Position Number
 Salary Level
 Step (1,2)
 Fund
 Org
 Acct
 Prog
 Percentage

Funded through:
 Department Fund
 BFAP
 Other

Web Approver Name/G#:
 Web FYI Name/G# (optional):

Skyline College
 College of San Mateo
 Cañada College
 Chancellor's Office
 Date: 4/1/16
 G# Underage 18 Last Name First Name MI
g010554895 Bones Marvin

STUDENT ASSISTANT

Effective Date: 8/15/16 End Date: 5/31/17
 Salary Change Termination
 New Employment
 Add a New Position
 Reemployment
 New Labor Distribution
 Approver/FYI
 Position Number Salary Level (A,B,C,D) Step (1,2) Units Enrolled Job Title
1S1036-00 B 2 12 Student Assistant - HR
 Labor Distribution (Percentage Total must be 100%):

Fund	Org	Acct	Prog	Percentage	Notes/Comments:
<u>10001</u>	<u>1036</u>	<u>2392</u>	<u>674001</u>	<u>100</u>	

 Funded through:
 Department Fund
 CalWorks
 BFAP
 Federal Workstudy
 Other
 Web Approver Name/G#: Jim Vlahos g08709423
 Web FYI Name/G# (optional): Anahi Aguilar G20238112

BRIDGE STUDENT

Effective Date: 6/1/16 End Date: 8/14/16
 Salary Change Termination
 New Employment
 Add a New Position
 Reemployment
 New Labor Distribution
 Approver/FYI
 *Bridge Student Assistants must be enrolled Spr/Fall & units verified.
 Spring
 Fall
 Verified By: Eugene Whitlock
 **For Bridge Student who is a graduate:
 Date Graduated: _____
 Verified By: _____

Position Number	Salary Level	Step (1,2)	Fund	Org	Acct	Prog	Percentage
<u>1S1036-B1</u>	<u>B</u>	<u>2</u>	<u>10001</u>	<u>1036</u>	<u>2392</u>	<u>674001</u>	<u>100</u>

 Funded through:
 Department Fund
 BFAP
 Other
 Web Approver Name/G#: Jim Vlahos g08701954
 Web FYI Name/G# (optional): Anahi Aguilar g05498432

Salary Step Placement and Advancement

- The student salary schedule is divided in four levels, A-D. The levels are defined in the Student Assistant Salary Schedule. It is the hiring manager's responsibility to determine the students salary level.
- Minimum Wage increased 2016. All salaries were increased by a \$1.00.
- Initially students will be placed at Step 1 of the designated level and then advanced to Step 2 after two semesters of satisfactory service. The Vice President of Student Services may approve exceptions to a student's step placement.

Student Assistant Salary Schedule can be found in the [Downloads](#) page.

Employment Documents

- PAF
- I-9 (Verify Eligibility to work in the US)
- W-4 (Taxes)
- Emergency contact information
- Pre-designation of Personal Physician-WC
- New Hire Retirement System Membership
- Child Abuse Reporting
- Elder/Dependent Abuser Reporting
- Loyalty Oath Policy
- New Hire Worker's Compensation Notice
- Electronic W-2 Consent Form
- Payroll Direct Deposit Form
- Fingerprinting

New Employment Packets can be found in the [Downloads](#) page.

International Student Assistants

- I-9 (Employment Verification) requires additional documents
 - I-20-*Certificate of Eligibility for Nonimmigrant Students*, endorsed with employment authorization by the designated school official.
 - I-94 A-*USCIS issue arrival-departure records to nonimmigrants*. This document indicates the bearer's immigration status, the date that the status was granted, and when the status expires.
 - Foreign Passport with I-551
 - An international student assistant can not file exempt and can not file more than one allowance unless the home country is from Canada, Mexico, India, US national or South Korea (IRS Pub. 519)
- W-4
 - Some restriction apply to the withholdings
 - Majority will be S-0/1 with exception of some countries
 - Exempt employees have to file a form every February

More Instructions found on the [Downloads](#) page.

Payroll Deadlines

- Students entering time through Websmart and Departmental entry have a deadline with payroll, if deadline is not met then a manual time sheets must be submitted.
- Last minute changes to an employee's location, labor distribution and or rate need to be entered in banner prior to starting Web (Reset) or PHATIME entry.

Payroll Deadline Schedule for ST/SP payroll is available in the [Downloads](#) page

Reports

- PYQSTWK
 - Student/Short Term Worker List by ORG
 - Position Number, Job Description, Rate and Labor Distribution
- PYQSTAP
 - Student/Short Term Approver List, FYI, Current Units Enrolled
- PQR1KHR
 - Check for 1,000 hours
- PYQWBTE
 - Check for days worked and hours (Only Web Entry)



BSM
Presents



BLACK Speaker Series

You are invited to come listen to current and former Cañada/SMCCD students and employees on how we can better serve our underserved population.

March 1st, 2022@3:00pm

Meeting ID:885 0599 8113 Passcode:306210

Featured Participants

Delicia Pennix
Tamarik Rabb
Tim Dupre
Dee Hankins

Keynote Speaker

Dee Hankins



Helping Students Focus on Resilience



For disability-related accommodations, please email:
canvps@smccd.edu or call (650) 306-3234.



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Development Vending Commission"



Get a Bachelor's in Business Administration

Join us to find out about NDNU's Bachelor's Degree Completion Pathway in Business Administration

The Bachelor of Science in Business Administration (BSBA) is a seamless 2-year program that is designed to meet students where they are.

All 60 AS-T Business Administration credits transfer to NDNU, and you will be eligible for \$10,000 (need-based) institutional aid. You will be an NDNU student and earn an NDNU diploma, but conveniently take your evening classes onsite at the Cañada College campus.



In-Person Info Sessions

Cañada College

COLTS-U Transfer Station
(Building 9, Room 106)
Tuesdays & Wednesdays
2:00pm-4:00pm

College of San Mateo

College Center
Thursdays
1:00pm-3:00pm

Skyline College

Quad or Dream Center
Wednesdays
11:00am-1:00pm
Thursdays
10:00am-12:00am



Zoom Info Sessions

Mondays & Fridays 2:00pm-3:00pm

To set up 1:1 appointments with Advisor
<https://calendly.com/lcainia>

[JOIN SESSION](https://zoom.us/my/lcainia)

<https://zoom.us/my/lcainia>

For questions about info session, please contact **Mary Ho** at hom@smccd.edu

For questions about the program, please contact **NDNU Admissions** at smccd@ndnu.edu