

Equity and Antiracism Planning Council Flow

April 28, 2026 2:10-4:00 P.M.

Location: FTLCL 9-154 OR <https://smccd.zoom.us/j/88326894898>

Item	Presenter	Time
1. Welcome to this Space		
Land and Labor Acknowledgement and Commitment: <i>We acknowledge that Cañada College is situated on the traditional unceded land of the Ramaytush (Rah-my-toosh) Ohlone (Oh-LOW-nee) peoples, and we respect our past elders and honor the present community. Long before Cañada College existed, this area was home to the Ramaytush Ohlone peoples, who still have a presence in the Bay Area today.</i> <i>We have a responsibility to acknowledge that we as a Cañada community have benefited from the use and occupation of this land and that the tragic legacy of colonization, genocide, capitalism, racism, and oppression still impacts people today.</i> <i>We also recognize the labor upon which this educational institution, state, and country is built.</i> <i>We acknowledge the peoples of African ancestry who were enslaved and forcibly brought to this land, and whose forced labor played a major role in the formation of this country. We are indebted to their uncompensated labor and their unwilling sacrifice over hundreds of years—which continues to impact generations today. We honor the legacy of the African diaspora and the continued contribution of their survivors.</i> <i>We acknowledge the contributions of all immigrant labor, forced labor, and undocumented people who contributed, and continue to contribute, to the building and feeding of this land. We acknowledge their immeasurable sacrifices and work that allow us to gather in this space today.</i> <i>Let us not forget. Let us honor and engage with the people who have stewarded and labored on this land for generations, and let us honor these truths—by taking responsibility as a college community to continually educate ourselves about these realities, to affirm our</i>	Volunteers	7

<i>commitment to justice through continual action, and to protect and sustain this land.</i> EAPC MISSION: The mission of the Equity and Antiracism Planning Council is to disrupt and dismantle systemic racism and White supremacy for our Cañada College community in pursuit of equity, antiracism, justice and liberation. <u>Community Agreements for Respectful Dialogue:</u> Linked are some community agreements upon which we hope to continue respectful dialogue throughout our time together. Please note that EAPC is not Brown Acted and has chosen to uplift community discussion and dialogue in EAPC that does not utilize Parliamentary Procedure.		
2. What Have We Done?		
a. What we covered at the last EAPC meeting Found on the EAPC website: https://canadacollege.edu/eapc/meetings.php Please review. Do we agree that these notes from last meeting are accurate? (those of us who were there?) As Tri-chair Kiran Malavade was en route to the meeting, Tri-chair Michiko Kealoha reviewed topics from the previous meeting, including EAPC in practice, SEAP updates related to transportation and student education plans, and EAPC training, which was identified as a topic that would be revisited during the current meeting. Michiko then asked whether anyone had corrections or additions to the previous meeting minutes. Hearing none, the group approved the minutes without opposition or abstentions.	Kiran	5
3. Who's Here? Appointed voting members: 15 = 9 for quorum		

<i>Aarya Ayyar - Student</i> <i>Vacant - Classified</i> <i>Chris Rico - Faculty: At Large (Counseling)</i> <i>Chris Wardell - Tri Chair: Classified</i> <i>Jaqueline Gonzalez - Classified</i> <i>Jasmin Padilla Valencia - Classified</i> <i>Kassie Alexander - Faculty: Counseling</i> <i>Katie Dominion - Classified</i> <i>Karen Engel - PRIE</i> <i>Kiran Malavade - Tri-Chair: Faculty, HSS</i> <i>Kristina Brower - Faculty: BDW</i> <i>Eddy Harris - Faculty: KAD</i> <i>Ellen Young - Faculty ASLT</i> <i>Helena Almassy - Faculty: S&T</i>	Michiko	1
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<i>Michiko Kealoha - Tri-Chair: Administrator</i> <i>Shanda DeRosans - Student</i> <i>Wissem Bennani - Administrative Representative</i> <i>Zorie Gomez - Classified</i> <i>Faculty: HSS - VACANT--Yet we have 2 counselors so total # of faculty is correct.</i>		
<i>Guests: Kim Lopez, Maria Huning, Rob Andrade, Max Hartman, Nadya Sigona, Carlos Luna</i>		0
4. What Are We Doing?		
a. EAPC Flow for Today: let's review what's on the agenda for today. Any proposed changes? Announcements EAPC in Practice Updates: • SEAP Plan Updates • Public Safety Survey Update Action Items: • Equity PD • Updated Land and Labor Acknowledgement • Retreat dates Tri-chair Chris Wardell outlined the agenda for the meeting, explaining that the group would continue its SEAP updates. He announced that members would receive an update on the public safety survey, which had originally been scheduled to be conducted during the spring. He also stated that the Council would discuss professional development, review equity-related findings from the recently completed program review, and consider revisions to the land and labor acknowledgment. In addition, Chris noted that the group would discuss potential dates in August for the upcoming EAPC retreat.	Chris	2
5. Equity Related Announcements		
This is a time to share upcoming equity and antiracism events, activities, and open learning opportunities that are coming up before the next EAPC. Please put your announcements in the Zoom chat or on a provided sticky note in-person. All of EAPC, please take a moment to provide input on our college participatory governance. https://smccdsurvey.sjc1.qualtrics.com/jfe/form/SV_6X0BefruLS8eyx0 – Michiko	Chris	9

Chris invited Council members to share upcoming equity and anti-racism events, activities, and learning opportunities that would take place before the next meeting, which he noted would be the Council retreat. He also posted a participatory governance survey in the chat and encouraged members to complete it to provide feedback on the college's participatory governance process. Michiko reminded the group that the survey was conducted annually, creating valuable longitudinal data, and encouraged those who had not yet participated to take a few minutes to complete it. During the announcements, Ellen Young informed the Council that planning for August Flex Day was underway and encouraged members to submit proposals as soon as possible for equity-related presentations or activities they wanted included on the August Flex calendar. She also shared the proposal link in the chat. Additional upcoming campus events were highlighted, including Lavender Graduation, scheduled for Friday from 11:30 a.m. to 1:00 p.m., as well as other end-of-semester celebrations. Wissem Bennani also announced the Migration Celebration at Cañada College on Saturday, May 9, and the upcoming commencement ceremony on May 23. A request was made for additional volunteers to support commencement, with sign-up information shared in the chat, and members were encouraged to contact Jasmin Padilla Valencia to determine whether additional assistance was needed for the Migration Celebration. Chris noted that volunteers were also needed for the Student Recognition and Achievement Ceremony. He emphasized that there was no pressure to participate, acknowledging that it was a busy time of the semester, but encouraged anyone who was available to help support the event.		
6. EAPC in Practice		
Last EAPC Meeting of the Semester Check In! - Centering Joyful Human Rights A Resistance Strategy shared in Joyful Human Rights, by Dr. Bill Simmons is that joyful connection is a form of agency and resistance to political repression and trauma.	Tri-Chairs	10

What is something powerfully positive and joyful that has happened with/to you on campus this semester? Michiko introduced the Council's EAPC in Practice activity, explaining that participants would spend 10 minutes on the exercise. She shared that the activity was based on Dr. Bill Simmons' work on resistance strategies, emphasizing the concept of "joyful human rights." Michiko explained that fostering joyful human connection was a form of agency and resistance to political repression, trauma, and feelings of being overwhelmed. Reflecting on the Council's work together over the past year, she noted that the meeting marked another full year of collaboration for EAPC. She then directed participants into breakout groups, asking them to share a powerfully positive and joyful experience they had on campus during the semester or throughout the academic year. Michiko opened the breakout rooms and invited everyone to begin the joyful human rights practice.		
7. Presentations		
a. SEAP P Updates continued: ASSESS and ADJUST N.O.W: Assess support of LatinX students in the Cañada Nights, Online, Weekend (NOW) Program. NOW Program Director, faculty, and students will hold strategizing meetings annually to update services according to needs. " To accommodate scheduling needs, Anniqua Rana and José Zelaya agreed to switch presentation order. José Zelaya, Director of the N.O.W. Program (formerly CWA, currently "Nights, Online, and Weekends"), presented a SEAP Metric 4 update focused on assessing and improving completion outcomes for evening and online students. Using baseline data provided by PRIE, he reported that 71% of evening students identified as Latine, compared with 60% of fully online students, while 44% of the college's overall Spring 2026 enrollment identified as Latine. He explained that these findings would shape future program planning because many evening and online students were part-time, averaging six units per semester, and often faced barriers related to being first-generation, returning, or nontraditional students balancing employment, family responsibilities, and limited access to evening services. José also noted that many students struggled with navigating college systems and that the program needed to strengthen culturally responsive support.	Anniqua Rana and Jose Zelaya (10 minutes presentation and 5 minutes Q&A)	15

José outlined the program's current strategies to support student success, including flexible evening and online course offerings, evening counseling, drop-in support, proactive outreach to students, embedded tutoring in English courses, and collaboration with the Learning Center. He described a new dashboard that would help identify which degrees and certificates could be completed through evening and online scheduling, allowing the program to make more strategic scheduling decisions. Looking ahead, José identified several areas for improvement, including creating bilingual marketing materials and communications, highlighting Latine student success stories, analyzing participation data to better understand which support services were most effective, and strengthening partnerships with existing campus programs such as the Cultural Center, Puente, ESL, and the University Center. He also explained that future strategies would include using data to determine which instructional modalities best supported Latine students, holding two campus-wide listening and planning events during the fall to gather input from students, faculty, and staff, evaluating evening service availability across the week, and expanding collaboration across departments. Because staffing remained limited to a director, a retention specialist, and two instructional aides, José emphasized that increasing collaboration and campus-wide buy-in would be essential to improving support for evening and online Latine students without adding new personnel.

During the discussion, Eileen Pippins suggested creating an annual welcome or orientation event that would introduce evening and online students to campus partners and resources while fostering a stronger sense of belonging. José responded that the program currently hosted informational forums but not an open-house style event, and he agreed that the suggestion would be a valuable addition. Kiran also asked how the proposed activities aligned with the SEAP action plan, specifically regarding the wording of assessing support and holding annual strategizing meetings. She asked whether the events would meet the program's goals for collaboration and student support. José clarified that the two planned fall events would serve as the required annual strategizing meetings, bringing together faculty, staff, and students to identify student needs, discuss challenges, and develop solutions based on student feedback. Kiran encouraged José to document not only the formal meetings but also the ongoing collaboration already occurring through faculty conversations, email communication, and planning efforts, noting that these informal partnerships represented meaningful progress toward SEAP objectives and demonstrated continued engagement around student success.

The Council further discussed the distinct needs of fully online students. Kiran observed that while the program had built strong relationships with evening faculty, online students and the adjunct faculty who taught many online courses might require different outreach strategies. José agreed and explained that he had begun working with Dean Anniqua Rana and the Distance Education team to better understand the experiences of fully online Latine students and develop more targeted support. The discussion concluded with Michiko expressing enthusiasm for increased collaboration between N.O.W. and the Cultural Center, particularly around large evening events serving the Latine community. A planning meeting was scheduled to begin coordinating those efforts, and José welcomed the opportunity to strengthen those partnerships.		
b. Equity and Achievement Plan Updates ASSESS & STRENGTHEN EARLY ALERT SYSTEM: Assess Early Alerts and identify options and opportunities to improve its effectiveness. Ron Andrade presented an initial update on the college's action plan to improve student persistence from the first primary term to the second primary term by assessing and strengthening the early alert system. He reviewed the current process, explaining that faculty submitted early alerts through Student Success Link (SSL), where alerts were collected in the CRM and assigned to members of the college retention team based on students' affiliations with programs such as TRIO, Puente, Promise, or other learning communities. He shared 2024–2025 data showing that 52 faculty submitted 328 early alerts across 59 classes, representing 275 unique students. Nearly 45% of all alerts came from English and ESL courses, reflecting strong participation from those faculty groups. Persistence data showed that only 50% of students who received early alerts continued to the next primary term, compared with the campus-wide persistence rate of 70%, indicating a significant gap and an opportunity to strengthen interventions. Ron also noted that approximately half of the students receiving alerts were already in good academic standing, suggesting that many alerts reflected personal or environmental challenges rather than academic performance alone. He reviewed demographic data on students receiving alerts and reported that feedback from retention specialists confirmed the value of the early alert system but identified inconsistent implementation across programs, varying follow-up practices, and uneven faculty participation as barriers to assessing effectiveness. Ron outlined next steps that	Max Hartman & Ron Andrade (10 minutes presentation and 5 minutes Q&A)	15

included collecting additional data on whether students acknowledged or responded to outreach, using SSL status updates to better track engagement, analyzing characteristics of students who did not persist, and encouraging broader faculty use of early alerts beyond the strong participation already seen in English and ESL.

During the discussion, Kiran emphasized that to encourage broader use by faculty, faculty need to feel that it is a good use of their time. She shared that in her experience, the effectiveness of early alerts depended heavily on the strength of the relationships already established between students and retention specialists. Nadya Sigona and Max Hartman noted that early alert referrals were most successful when students were connected to programs with dedicated support structures, such as TRIO, EOPS, and Promise, because staff in these areas often had ongoing communication and trust with the students they served. These existing relationships allowed retention specialists to follow up more effectively, understand the barriers students were experiencing, and connect them with appropriate resources or interventions.

Participants also discussed challenges related to tracking and evaluating the impact of early alert efforts. Maria Huning noted that it was sometimes difficult to measure outcomes when students responded directly to faculty members rather than engaging with retention specialists or support services. While faculty outreach was valuable, members recognized that these interactions were not always captured in institutional data systems, making it harder to determine whether an early alert resulted in additional support, improved engagement, or a successful referral. Kiran expressed a need for stronger documentation practices that would capture the types of interventions provided, the follow-up actions taken by staff and faculty, and the longer-term outcomes for students.

The group further emphasized the importance of closing the communication loop with faculty who submitted early alerts. Members noted that faculty often initiated alerts because they were concerned about a student's progress but did not always receive information about what happened afterward. Providing faculty with updates and examples of how referrals supported students would help demonstrate the value of the early alert process and encourage continued participation. Max clarified that the success of an early alert should not be measured only by whether a student ultimately passed a course; rather, successful outcomes could also include students being connected to resources, receiving academic or personal support, developing a plan to continue their education, or being appropriately referred to services that addressed their specific needs. The Council highlighted the importance of viewing

early alerts as a broader student-support strategy focused on connection, intervention, and persistence rather than solely as a mechanism for improving course completion rates.		
c. Update on Public Safety Assessment As a follow up to the EAPC meeting on October 28, 2025 in which the EAPC worked on a proposal for a Public Safety listening session following concerns brought to the council in August and September, 2025, the listening session(s) were put on hold due to the Public Safety team noting that they would conduct a district-wide survey of Public Safety in the Spring of 2026. We will share an update that we received from Public Safety leads. Michele Rudovsky has let us know we can suggest questions, and Tracy Huang is an expert researcher that can refine questions, please add any suggested questions to this crowd sourced document by Monday, May 18. Chris led a discussion on the district-wide public safety assessment and provided an update on the status of the proposed public safety survey. He explained that although a campus listening session had originally been proposed during the fall, discussions with President Lopez and feedback from CSEA led to the decision that a listening session was not the best approach. Instead, the district public safety team planned to develop a district-wide survey for employees across the three colleges. Chris reported that after receiving no updates for several months and hearing continued concerns at a recent Classified Senate meeting about negative interactions between faculty, staff, and public safety personnel, he contacted Michele Rudovsky, the administrator overseeing public safety, for a status update. Michele informed him that the survey was still in its early development stages, with no questions finalized, and invited campus representatives to submit suggested survey questions. Chris shared a crowdsourced document and encouraged Council members to contribute questions for consideration. During the discussion, Kiran sought clarification about what types of questions should be submitted and Chris clarified that no framework had been provided by the district. Chris explained that the Classified Senate discussion had centered on public safety and campus climate, including concerns about ongoing adverse	Chris	10

interactions with public safety personnel, declining employee morale, and reports that some employees were considering leaving the college. He suggested questions focused on what strategies were being implemented to improve campus climate, address concerns, and create a more supportive work environment. Carlos Luna raised concerns about transparency, noting that over many years of public safety discussions, the campus had submitted questions but often received polished responses that did not fully address the underlying issues. He emphasized that meaningful community trust required transparent communication and asked whether survey results and responses would be discussed publicly rather than only summarized in written reports. Michiko clarified that the survey was expected to gather feedback from employees across Cañada, Skyline, and CSM regarding their interactions with public safety, with the possibility of reviewing campus-specific results afterward. Kiran also discussed distinguishing between questions intended for employees to answer about their experiences and direct questions for public safety leadership. Carlos supported including both types, stressing the need for honest dialogue, greater transparency, student feedback, and concrete improvements, particularly around de-escalation practices and public safety interactions. Chris thanked members for their input, and encouraged everyone to continue adding questions to the shared document.

8. Action Items		
a. Equity Trainings Review, Discussion, and Possible Recommendations from Data for '26-'27 Last meeting, EAPC reviewed recent program reviews for the "what equity trainings/professional development (PD)" is needed and discuss with potential recommendations for future PD. The top four trainings needed throughout program reviews were: 1.) Inclusive teaching and equitable assessment strategies (grading) (mentioned 6 times) 2.) Culturally Relevant Curriculum workshops (including workshop on this specifically for Counseling and sustaining counseling practices), Math and English culturally relevant curriculum (mentioned 4 times) 3.) Campus-led anti-racism training to dismantle white supremacy (3 times) 4.) FLP for counselors (train the trainers session) and trauma-informed engagement/outreach practices (2 times each) 5.) Or from Karen's point at the last EAPC business meeting, perhaps EAPC is interested in recommending data coaching "PD might be needed specifically on identifying and interpreting equity gaps, explaining that current data packets often only highlight statistically significant gaps and may overlook smaller but still meaningful disparities. She suggested that improving how data is presented and discussed could help programs better recognize inequities" Are there any specific, realistic, and focused recommendations EAPC would like to make to PDPC/the Office of Equity for the next academic year given these findings? Do folks have specific ideas regarding #3, what type of anti-racism training? Are people aware of any trainers or organizations you know or have experienced at conferences that you can suggest and that the college can pursue contracts with? https://docs.google.com/document/d/1jSxwN11a0CNqPmpwlakyK104Tup2l0S3g4mG79tcUh0/edit?usp=sharing Chris transitioned the meeting to a discussion of equity training priorities and possible recommendations based on program review data. Members reviewed the most frequently requested professional development topics identified from recent instructional and student services program reviews: inclusive teaching and equitable assessment strategies (most frequently requested), culturally relevant curriculum workshops (mentioned four times), campus-led anti-racism trainings to dismantle white supremacy (mentioned three times), Faculty Learning Program	Tri-Chairs (4 minutes presentation 15 minutes discussion)	19

(FLP) opportunities for counselors, and trauma-informed engagement. Michiko emphasized that these priorities came directly from campus feedback and discussed the importance of translating these broad themes into more specific, actionable training topics. Michiko also recognized that planning external professional development required significant lead time, with contract negotiations often taking six months or longer, making immediate planning necessary for future fall offerings. Karen Engel also suggested expanding data coaching to help faculty and staff better interpret equity data and use it more effectively in program review. The Council discussed which training areas should be prioritized and Kiran noted that several recommendations were already underway. Existing efforts included sessions on equitable assessment strategies, contract grading, and culturally relevant curriculum through SEAP, as well as recent trauma-informed engagement training. Kiran agreed that counselor-specific professional development should continue to be expanded and recommended consulting counselors directly about their needs. Considerable discussion focused on the broad request for anti-racism training, with Kiran expressing that the topic needed clearer definition before selecting presenters. Jackie Gonzalez discussed the need to explore how to encourage participation and how to incorporate counselors more into these types of trainings. Ellen Young suggested organizing a panel featuring English and math faculty to share innovative equitable assessment practices, potentially including student perspectives, and also proposed inviting a historian to explain the historical roots of white supremacy within higher education to build understanding before discussing strategies for dismantling inequitable systems. Chris Rico recommended reestablishing district-wide, in-person professional development for counselors across all three colleges to address recent legislative changes, new district systems, and State Chancellor's Office requirements. Members considered whether to formally adopt recommendations but decided additional refinement was needed before taking formal action. A tentative direction emerged to prioritize local data coaching and program review support during the fall semester while using that time to research presenters, secure funding, and complete contracts for broader equity-focused trainings in the spring. Karen Engel explained that Institutional Effectiveness already provided individualized program review support, Flex Day workshops, data dashboards, and consultations, and asked EAPC to identify additional guidance that would complement those existing services. The Council agreed to continue refining professional development priorities during its upcoming retreat before making formal recommendations.		
b. Land and Labor Acknowledgement	Michiko	5

Our Office of Equity representative, along with our UCC lead who wrote our original Land Acknowledgement, were asked to share the land and labor acknowledgement at a county event held at Skyline. We've heard from reps and SKY and CSM we are still the only college to have an official land and labor acknowledgement and many came up to thank our college for a very special and encompassing statement.

At the time of ensuring the land and labor acknowledgement was appropriate for that event and specific location, we learned that Native Lands has updated their map to include our college's address as Muwekma Tribe land. Dr. Kealoha has reached out to the Muwekma leads, and have not heard back yet. Native Lands don't officially recognize them.

Stanford University, Santa Clara University and Foothill College recognize the land as that of the Muwekma Ohlone Tribal People (formerly Verona Band of Alameda County).

Does EAPC want to update the Land and Labor Acknowledgement to:

"We acknowledge that Cañada College is situated on the traditional unceded land of the Ramaytush (Rah-my-toosh) and **Muwekma (muh-wek-mah)** Ohlone (Oh-LOW-nee) peoples, and we respect our past elders and honor the present community. Long before Cañada College existed, this area was home to the Ramaytush and Muwekma Ohlone peoples, who still have a presence in the Bay Area today.

We have a responsibility to acknowledge that we as a Cañada community have benefited from the use and occupation of this land and that the tragic legacy of colonization, genocide, capitalism, racism, and oppression still impacts people today.

We also recognize the labor upon which this educational institution, state, and country is built.

We acknowledge the peoples of African ancestry who were enslaved and forcibly brought to this land, and whose forced labor played a major role in the formation of this country. We are indebted to their uncompensated labor and their unwilling sacrifice over hundreds of years—which continues to impact generations today. We honor the legacy of the African

diaspora and the continued contribution of their survivors. We acknowledge the contributions of all immigrant labor, forced labor, and undocumented people who contributed, and continue to contribute, to the building and feeding of this land. We acknowledge their immeasurable sacrifices and work that allow us to gather in this space today. Let us not forget. Let us honor and engage with the people who have stewarded and labored on this land for generations, and let us honor these truths—by taking responsibility as a college community to continually educate ourselves about these realities, to affirm our commitment to justice through continual action, and to protect and sustain this land." The Council considered a revision to the Land and Labor Acknowledgement to include the Muwekma Ohlone in addition to the Ramaytush Ohlone. The proposal was introduced after additional research and outreach indicated that the Muwekma Ohlone have a long documented historical presence in the region, even though they are not federally recognized, and that several other higher education institutions have already included them in their acknowledgements. It was noted that the EAPC's acknowledgement was the only official districtwide version in place. Michiko moved formally "to add the Muwekma Ohlone to the Land and Labor Acknowledgement," which was seconded by Jackie Gonzalez. After a brief call for questions and discussion, none were raised, and members were asked for opposition or abstentions. With no objections and no abstentions recorded, the motion carried unanimously, and the Council approved the updated Land and Labor Acknowledgement language.		
c. EAPC Retreat Updates The Office of Equity put in a program review, and EAPC has been granted ongoing funds of \$1,100 every year for our annual retreat! Potential Dates to Vote On: Friday, August 21st, 9am-4pm Friday, August 28th, 9am-4pm What topics would we like to cover?	Tri-Chairs	7

Michiko concluded the meeting by noting that a resource request had been approved, providing \$1,100 annually on an ongoing basis to support the EAPC retreat. Members then discussed logistics and confirmed plans to hold the retreat on August 21st from 9:00 a.m. to 4:00 p.m. on campus, with general agreement and no opposition. They also began brainstorming retreat content, including professional development recommendations, equity-focused topics, and additional agenda items, with participants suggesting flexibility in finalizing themes such as PD priorities and campus engagement activities. Chris raised the possibility of continuing discussion on public safety questions during the retreat, in addition to a Campus Climate Survey result discussion. Student representation for the retreat was also discussed, and student leaders Arya Ayyar and Shanda DeRosans confirmed that election results would be available the following week, with expectations that additional student senators and officers would be identified in time for the August 21st retreat.		
Future Agenda Items		
What would you like to see? Please let us know! Campus Climate Survey disaggregated data review Seek responses by employment category. Due to time limitations, content to be discussed at fall EAPC meetings would be explored during the EAPC August Retreat.	Tri-Chairs	0
Meeting adjourned at 3:55pm.	Total time	105