

Equity and Antiracism Planning Council Flow

August 25, 2026 2:10-4:00 P.M.

Location: FTLCL 9-154 OR <https://smccd.zoom.us/j/87417304818>

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 Purpose: The purpose 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. Tri-Chair, Chris Wardell, will be our time-keeper The meeting began with a review of the Community Agreements for Respectful Dialogue lead by Tri-Chair Chris Wardell. Since this is the first EAPC meeting of the semester, Chris encouraged anyone with questions regarding this Community Agreement to contact the EACP Tri-Chairs directly.		
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2. What Have We Done?

a. What we covered at the last EAPC meeting Found on the EAPC website Please review Do we agree that these notes from last meeting are accurate? (those of us who were there?) Action items highlighted during this April 2026 meeting included; equity training review and discussion, and possible recommendations based on data collected from the Campus Climate Survey. This conversation will be continued this semester around the topic of professional development. During this April meeting, the Council also voted to edit the Land and Labor Acknowledgment to include the Muwekma (muh-wek-mah) tribe. After confirming there were no corrections to the April 2026 meeting minutes, the minutes were approved by the consent of those present.	Kiran	5
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3. Who's Here?

Appointed voting members: 15 = 9 for quorum

<i>Chanel Meanor - 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 (On Leave)</i> <i>Karen Engel - PRIE</i> <i>Kiran Malavade - Tri-Chair: Faculty</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> <i>Michiko Kealoha - Tri-Chair: Administrator</i> <i>Shanda DeRosans - Student</i> <i>Max Hartman - Administrative Representative</i> <i>Zorie Gomez – Classified (On Leave)</i> <i>Guests:</i> <i>Megan Rodriguez-Antone</i> <i>Doniella Maher</i> <i>Sumathi Shankar</i> <i>Kim Lopez</i> <i>Autumn McMahan</i>	Michiko	1
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4. What Are We Doing?

EAPC Flow for Today: let's review what's on the agenda for today. Any proposed changes?

Announcement EAPC in Practice

Presentations: SEAP Plan Updates

Discussion: Retreat Debrief and District Climate Survey Update

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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.

- Kiran shared that the Puente Equity Summit is happening in October in Southern California. Please contact Kiran if you are interested in attending or have any questions. This conference is for anybody who works with BIPOC students.
- Michiko explained that the Colegas Conference will take place in Los Angeles November 4-6, Michiko encouraged those interested in attending to begin their conference paperwork now. More information about this conference can be found on the PD website. Michiko also shared that the Pride Center ribbon cutting is tomorrow at 11:10 AM right outside of Building 17.
- Chanel Meanor shared that as one of ASCC's initiatives (to uplift and create more opportunities to help with retention and feeling seen and heard), ASCC is actively working on providing transportation for students to attend HBCU workshops held across the Bay Area. Chanel will collect slides from Candice Johnson and will then have more information about the dates of these workshops. Chris directed Chanel to also review the Skyline College calendar for more exact information regarding the

Chris

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HBCU event held at Skyline College for SMCCD students. • Max updated the Council on a new laptop program lead by Jose Zelaya, the NOW Program Director. Students can be issued a laptop as a gift, in addition to the laptops available to rent for the semester. These laptops are older but do not need to be returned. Max also shared that there will be a Project Change Expungement Clinic on September 8th from 12:00 to 3:00 PM in Building 17, Room 107 in partnership with the organization Root and Rebound. • A question was asked how students can learn more about the laptop program led by Jose. Chris explained that students can contact Jose directly or speak with Jonathan McSwain in the Learning Center to access the short application.		
6. EAPC in Practice		
To bring in the same theme of the opening panel from District Opening Day, what is something you learned from a previous job (maybe even your first job!) that shapes how you show up in your current role? Michiko facilitated the EAPC in Practice activity by guiding participants to engage with Waters of Systems Change.	Tri-Chairs	10

7. Presentations

Student Equity and Achievement Plan Updates LGBTQ+ SPECIFIC MARKETING MATERIALS: "Create specific LGBTQ+ marketing materials that include resources and support." And ANTI-RACIST MARKETING CAMPAIGN "Continue to showcase our Black/African American, LGBTQ+, AANHPI, First Gen student stories. Include willing employees in marketing campaigns that showcase how we support these communities and the resources connected." Megan to share updates on LGBTQ+ Specific Marketing Materials and the Anti-Racist Marketing Campaign: • The Marketing team worked closely with leaders from the STAR Learning Community to: update informational pamphlets, Iliana Garcia-Ruiz attended several different STAR events to take photos, and Alessandro Riva worked on STAR website highlights. • Acknowledged and thanked the students of Menlo Studio lead by Professor Emmanuella, who were instrumental in helping photograph end of year events. These photos are linked on the Cañada College Flickr page. • Example student video testimonial shared, Iliana recorded, designed, and edited with our student Nisha. In the video, Nisha shared her experience in Cañada College Learning Communities and how this strengthened her feeling of belonging on campus. Next, Megan shared how the Marketing team created specific LGBTQ+ marketing materials that include resources and support: • In the first year, Marketing worked closely with Michiko, Allen, and the Cultural Center Student Ambassadors to share with the Campus community the transition from Brave Space Collective to the Pride Center. • The first ever Office of Equity postcard was created, new banner for the Cultural	Megan Rodriguez-Antone (10 minutes presentation and 5 minutes Q&A)	20
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Center, name change brochures, and updated all gender stickers.

- Alessandro is in the process of building a website for the Pride Center.
- Example video produced by Iliana recapping Lavender Graduation in close collaboration with students. The video has received positive feedback.
- The Marketing Department has an annual commitment of producing at least one student spotlight video per year for Black/African American, LGBTQ+, AANHPI, and First-Gen students. For those who are not comfortable, being recorded on video, Marketing plans to launch a headshot and quote campaign - Iliana will take pictures of students or employees, then attach it to a quote, which could then be included on brochures, the College website, and social media posts.
- The ask of the Marketing Department is support in securing and identifying students and employees to participate in marketing materials.
- Megan asked the Council if they can identify anyone who would like to participate in testimonials either in a video or headshot campaign.

Q&A

- Michiko suggested the Marketing team attend ASCC meetings and be connected directly with potential participants to help them feel more comfortable being on camera.
- Iliana shared that student referrals have worked well in the past, like with the case of Nisha. Allen and Michiko referred Iliana to Nisha, Iliana was then able to coach Nisha, develop interview questions, and help her feel at ease when recording.
- Chris thanked the Marketing team for their efforts connecting with the STAR Program, he asked whether efforts have been made to connect with BSU, Umoja, and Promise?
- Megan clarified that yes, Marketing has worked closely with Umoja staff to photograph events and are in the process of recording student testimonials. In regards to BSU, Ziara was interviewed following graduation and heavily shouted out BSU and TRIO.
- The Council suggested that the Marketing Department create a QR code that can be included on flyers and linked to Canvas pages encouraging students to be the voice of the College based on their experiences in addition to introducing students directly

to Iliana. • Chanel asked what timeline Marketing needs to be invited to events and best communication methods moving forward? • Megan clarified that a one week minimum before events and even further out helps the team to maximize time to take photos and collect testimonials.		
SEAP Updates Continued: DATA INFORMED CURRICULAR DEVELOPMENT (Math & English): "Continue to investigate the first-year course success data for extra support vs. traditional courses. The Office of Planning, Research, and Institutional Effectiveness (PRIE) and Faculty will develop tools to gather student input about effectiveness, impact, and barriers to success in first year courses. Department faculty will continue to use department meeting time to analyze this data to inform curricular and pedagogical changes and continue to engage in equity-focused professional development." SEAP Metric Update: Data Informed Curricular Development Presentation Karen Engel shared: • PRIE pulled data from the SEAP Plan with the metric for students completing both Math and English in the first year. This data revealed the largest impacted group are female identifying students, the other gaps are quite small. • Karen explained that Retention teams work by monitoring weekly enrollment data from PRIE that looks at enrollment patterns and whether a student, based on their program or study, has yet to take the required first-year Math and English class. • Last year, a student-wide survey was conducted, about a range of topics, one of which was whether students had taken their first level transfer English class, whether they had taken a support class, and if they had... how that experience was. • 40 to 50 students responded to the survey regarding their English and Math	Doniella Maher, Sumathi Shankar, VP Hsieh, Karen Engel (10 minutes presentation and 5 minutes Q&A)	20

experiences.

- Karen highlighted that analysis of the open response feedback was overwhelmingly positive for the support classes.

Doniella Maher shared:

- A goal of the English Department is the development of a plan to increase the coverage and integration of our embedded tutoring program and student services collaboration.
- Kiran added that it is important to clarify that when we got rid of the developmental classes, we now have two options for the C1000 class.
- Students get placed into these classes essentially based on their self-reported GPAs from high school considering whether C1000 or 105 (more in-class time with faculty and 5 units as opposed to 3) would be the most beneficial.

Sumathi Shankar shared:

- The Math Department found the soft-linked version did not work as well.
- So, they are going to just have the hard-linked version where the students either take both the support class and the actual class together or they just choose a completely different section.
- The Department has worked closely with the Instructional Aide, who attends all math division meetings, the Retention Specialist, and embedded tutors (particularly in Calculus I).

Q&A

- Chris asked whether embedded tutors were placed in every English and Math class?
 - Doniella explained that embedded tutors are instructional aides in English 105 classes, and that the English Department is working on securing tutors for all C1000 English courses.
 - Sumathi explained that currently the Math Department only has one instructional aide, and it can be challenging to find tutors as many graduate after completing their math courses.

- Helena Almassy echoed this sentiment explaining that as she identifies potential tutors, they can only be assigned max 5 hours per week, this is challenging if they are in the classroom during 2-hour classes.
- Max Hartman then suggested whether this could be an opportunity for counselors and other support services to recommend support for students taking English and Math classes.
- Max also asked, since SEAP metrics are driven by the State, rather than our own research, does local data support the same conclusion that national and state research found? That is, for transfer-seeking students, early success in the foundational English and math transfer courses corresponds strongly with their completion and transfer success rates. Karen acknowledged that Max brought up a good point that SEAP metrics are driven by the state. Karen indicated that to try to replicate those other studies to determine if they hold true for our college, would be a major undertaking for PRIE, but we could certainly talk about it.

The EAPC Tri-Chairs highlighted that these slides will be posted on the EAPC website.

Michiko took a moment to highlight one of the practices from the EAPC Retreat, naming things even if they are uncomfortable. For example, when discussing the AANHPI community AANAPISI was said twice. Michiko reminded the group that ANNAPISI is a federal designation and AANHPI is our actual cultural community group.

8. Discussion

a. EAPC Retreat Debrief

Time to debrief from last Friday's retreat and think through how we want to bring what we did there into our coming work.

<https://tinyurl.com/EAPCRetreat26>

Assessment -helps us documents learning for SEAP state funding and ongoing funding

Where we've been as EAPC (3 years so far!) accomplishments

- Relations: community building at each EAPC
- Power: voting on EAPC to become a planning council to recommend directly to the President
- Resource flow: SEAP \$ becoming more aligned with equity metrics over the years
- Policies: changed administrative procedure for portal photos
- Mental models: trainings that emphasized how to interrupt microaggressions
- Practices: help to create Employee Resource Groups – ERGs for the District
- Practices: add Land and Labor Acknowledgement and Commitment approved by all Participatory Governances and then add Muwekma Tribe approved by all PGs

Michiko asked the Council to please access the tinyurl (linked above) to provide feedback on the Retreat. During the Retreat Michiko took notes on who EAPC is and who EAPC wants to become through the lenses in the [Waters System of Change](#). Based on conversations from the Retreat, the EAPC Council has identified the following potential Inquiry Groups:

- Subgroup on antiracist policy inquiry
- Subgroup on Student Voice collection: discuss different approaches on student voice collection, such as canvas shell additions
- Subgroup on non-personnel resource request equity questions
- Subgroup on PD equity training to recommend: ensuring that classified staff and participate in flex days and workshops, gathering situations to practice or creating some type of Faculty practice space/Faculty dialogue space

Michiko asked the Council based on these subgroups, what does our Campus need the

Tri-Chairs

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most? A conversation about the Subgroup on PD equity training then began as the Council questioned what the role of this group will be. Chris clarified, this subgroup would work on those priorities to then recommend specific training and finding the people who would lead these trainings. Chris suggested prioritizing 2-3 of these subgroups, particularly the PD equity training because work has already begun to implement this subgroup. The Council then discussed what the outcomes and intended outcomes of these Subgroups will be. Max suggested to keep in mind if there are DI student populations or Equity Plan Measures connected with these Subgroups it would be beneficial to identify them and engage them moving forward.		
b. District Climate Survey Follow-up Dean Engel will share the information on disaggregated data from the district's survey, as requested by EAPC last year. Karen shared that a few years ago the District conducted a climate survey sent to all staff and employees and EAPC asked for a disaggregation of this data for the Council's review. The amount of people that responded to this survey was about 70, so when disaggregated by classification the data gets squirrely fast. We do now have this information, but Karen recommended that the Council not put too much stock in these numbers because of the very small data ends. This presentation has closed the loop on this agenda item.	Karen Engel	5
Future Agenda Items		
What would you like to see? Please let us know! Michiko shared with the Council that during the next EAPC meeting SEAP presentations will continue. The group decided to dedicate time during the next meeting to finalize and assign Subgroups. The Tri-Chairs and Karen set up time to meet outside of EAPC to finalize the Subgroups the Council will move forward with and collaborate with ASCC, Umoja, and BSU. Meeting adjourned at 4:00 pm	Tri-Chairs	2