**Retreat Themes**

1. **Supporting Students During Crises**

* Implement Guided Pathways Initiatives
* All students are well connected to the College: fellow students, faculty, services, programs and resources
* Align students supports with clear programs of study
* Create and sustain Interest Area Success Teams
* Develop, launch and sustain First Year Experience programs for each Interest Area
* Scale the number of opportunities for Career Exploration, work-based learning and job placement in each Interest Area across all student types
* Always consider other aspects of students’ lives when planning and implementing Guided Pathways (and other) initiatives
  + Most attend part-time and have work and family demands (possibly heightened during COVID shelter in place)
  + Many still need access to wifi routers and other technology
  + Those without internet need information mailed to them
* Consider the impacts of any class cancellations on students (per faculty)
* Consider how to better connect students with support and resources (per faculty, they are spending more 1:1 time with students)
* Support International students during this current uncertainty (think creatively about 1-unit in-person classes (per faculty))
* Open parking lots for wifi access for students (per faculty)
* Infuse the racial and social justice in everything we do as a Minority-Serving Institution
  + Learn from TRIO, Sparkpoint, EOPS and other programs whose practices and expertise could be shared and scaled across campus (don’t silo our efforts to support disproportionately impacted students)
* Identify and employ more peer mentors (especially Latinx students) who can better reflect other students’ identity
* Keep the goal of “adopting” Redwood High School
* Focus on how we are communicating with our students. Create safe spaces and connect to them with resources

1. **Supporting Faculty and Staff During Crises**

* Help faculty and staff understand the importance of efficiency, enrollment management, and growing FTES to our ability to serve all students in our service area. Otherwise, we are shifting resources from being able to offer more classes and services to serving fewer students per class.
* Staff – trying to be flexible and go by a “students-first” motto but there are a lot of demands
* Faculty- working remotely is taking a lot more time (1:1 time for students) – help alleviate their non-teaching time commitments
* Staff – would like to ensure their voice is heard in the participatory governance process, they have a unique perspective that benefits students
* College-wide Access to Technology and Resources
* Faculty – access to technology as well as instructional equipment like white boards, document cameras
* Faculty – access to their offices (chairs, desks, and a quiet space to work) – ideally they would gain access to their offices, even 1 hour/week on a rotating basis
* Staff – technology challenges, especially consistent internet connection
* Staff – most staff have not been able to bring their extra screens home and would very much like to
* Staff – the Single Sign On and accessing information via our mobile devices is a challenge (when counselors call students with a No Caller ID and students don’t pick up and then miss appointments)

1. **Promoting a Culture of Anti-Racism**

* Anti-Racism Commitments (managers)
  + Commit to being vulnerable, empathetic and courageous and to continue these conversations - create a “calling-in” culture
  + Stand up, unite and support each other to confront racism
  + Center our work on love and recognizing each other’s humanity
  + Make sure to have these conversations at every level of the organization
  + Do the personal and small group work around exploring our own privilege and experience with oppression so that we can effectively lead in the wider work of creating an anti-racist educational community.

Strategies for promoting our anti-racist work

* + Continual reflection on our own rights and privileges – where are we perpetuating inequities? IF opportunities for making changes
  + Do our own homework on ourselves so that we can be more present and aware
  + Continue to have these tough conversations with our teams in a way that continues to disrupt the status quo while not overwhelming us
  + Help us “see the water that we’re swimming in”
  + Unstructured time to connect (to think creatively and think together)
  + How do we better connect with our outcomes – the end result of our efforts (acknowledge our efforts)
  + Sharing the burden. Conversations about anti-racism have to be shared, we all have to take responsibility (no one person should have to be the spokesperson)
  + Reaching out to our communities more deeply and purposefully
  + Celebrate our successes (helps combat negativity)
* Faculty – AS and DAS looking at equity and justice issues: hiring process, evaluation process for faculty; how faculty incorporate equity and justice in their classrooms; requiring equity and justice training in the on-boarding process

1. **Supporting each other during COVID**

* Connecting, holding space and being consistent
* Communicating what’s happening in our areas and how we can support
* Work-life balance and frequent check-ins with our teams
* As managers our teams are looking to us to problem solve and be there
* Be responsive and respectful – frequent check-ins with our staff and their overall health and well-being
* Check-in at the start of meetings (include ice-breakers) and recognize what’s going on for people (behind their virtual backgrounds)
* Ask, “what do you need from me?” (your supervisor)?
* Send snail mail (it’s like getting a present)
* Trading recipes and find work life balance (put on our own “air masks” first so we can help others more effectively)