

# Student Services Planning Council



## Minutes

Date: September 24, 2025  
Time: 2:10 pm - 4:00 pm  
Location: Building 9, Room 154  
Zoom: <https://smccd.zoom.us/j/83383664513>  
Department reports: Update [here](#)

Item	Presenter	Time (minutes)
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<b>I. Call to Order</b>	Co-Chair Juan	1
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### Time Keeper –

Please call time (verbally, chat, or via zoom time app) at the intervals of 5 mins, 1 min, 30 seconds and time [Check out this video link on how to do timekeeper easily on Zoom!](#)

<b>II. Roll Call</b>	Co-Chair Juan
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Quorum=14

- ✓ Adolfo Leiva (SparkPoint)
- ✓ Autumn McMahon (Classified Representative)
- Bob Haick (Career Center)
- Danielle Pelletier (Faculty)
- ✓ Breanna Castro (Financial Aid)
- ✓ Ariela Villalpando (COLTS-U Transfer Center)
- ✓ Jasmin Padilla Valencia (Undocumented Community Center)
- Jinmei Lun (Faculty)
- ✓ Lizette Bricker (VPSS)
- ✓ Juan Vera (Veteran Resource & Opportunity Center)
- ✓ Kathy Kohut (International Student)
- Keith Wan (Welcome Center)
- Krystal Martinez (Classified Representative)
- ✓ Lorraine Barrales-Ramirez (EOPS, CARE, CalWORKs, FYSI)
- ✓ Max Hartman (Counseling Dean)
- ✓ Mary Ho (Post-Secondary Success)
- ✓ Maria Huning (TRIO)
- Maria Lara (Admission & Records)
- Mayra Arellano (Promise Scholars)
- ✓ Michiko Kealoha (Cultural Center Representative)
- ✓ Olivia Cortez-Figueroa (College Recruiter)
- Maggie De Paz Fernandez (College Recruiter)
- DeVon Scott (Disability Resource Center & Personal Counseling Center)
- ✓ Sergio Suarez (Student Life & Leadership)
- ✓ Ziarra Matthews (Student Representative)
- ✓ Sierra Orduna (Student Representative)
- ✓ Wissem Bennani (Enrollment Services Dean)
- Vacant (Student Representative)

Advisory

Karen Engel	(Dean of PRIE)
Ron Andrade	(Library and Learning Center)
Vacant	(IPC Representative)
Vacant	(Puente)

<b>III. Adoption of the Agenda</b>	Co-Chair Juan	1
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Adoption of agenda for September 24, 2025

Michiko Kealoha adopts the agenda for September 24, 2025  
 Kathy Kohut seconds the move  
 Approved unanimously by consensus of all those in attendance

<b>IV. Approval of the Minutes</b>	Co-Chair Juan	1
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Approval of minutes for September 10, 2025

Mary Ho adopts the agenda for September 10, 2025  
 Michiko Kealoha seconds the move  
 Approved unanimously by consensus of all those in attendance

<b>V. Reports</b>
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<b>a. “Why” We Do What We Do – 2.0</b>	2
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*To ground our meeting and remind us why we do antiracism and justice-centered work, an SSPC member shares their “Why” – an uplifting (or challenging) experience (small or big) working with Student Services that reminds them why they do this work.*

**Adolfo:** SparkPoint assisted a student by providing a few nights at a hotel. The student reached out to thank SparkPoint and shared that it was the first time in a long while they had been able to sleep in a bed.

<b>b. Department Reports</b>	<b>All</b>
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*Thank you all for sharing your department reports using this [link](#).*

**Outreach:** Planning continues for the Annual High School Counselor & Community Partner Forum where we invite everyone to campus, feed them, share information and updates as well as provide them with workshop opportunities in a conference style on November 19, 2025! We attended Fiestas Patrias in downtown RWC last weekend! We have also been visiting EPA, North Fair Oaks and Belle Haven areas and are currently planning where we will be hosting office hours on site.

**Financial Aid:** The 2026-2027 FAFSA and CADAA applications will open on October 1st. The SMCCCD Scholarship Application will be opening early this year on October 1st too. We will begin holding weekly financial aid and scholarship application assistance workshops starting the week of October 1st in the Financial Aid Lab (9-110). We are also planning a Financial Aid Day Event on 10/15 and Cash for College Event on 10/16 (more information to come) but please check our website and event calendar for updates.

**Student Life & Leadership Development:** ASCC currently has 17 members - 3 away from having a full board. ASCC recently hosted a 2-day Club Rush with over 20+ student clubs and offices. ASCC received over 300+ signatures for the event. ASCC also provided information and handbooks for constitution day. ICC has over 25 diverse clubs on campus. The Student Life Office led the Central American Celebration on campus with foods/desserts/music representing multiple countries. Recently the Student Life Office also sent two offer letters to two "student assistance." The fulfillment of these positions allows stronger service and support to both the office and our campus community.

## VI. District & College Highlights

### a. Equity and Anti-Racist Planning Council (EAPC) Michiko/Krystal 3

The EAPC met on September 23, 2025, to discuss the Student Equity and Achievement Plan (SEAP). A total of \$1.8 million in funding has been allocated to support equity initiatives at the college. A three-year plan will be submitted to the State. A draft outlining the proposed actions and initiatives related to the SEAP is expected to be presented at the next SSPC meeting.

### b. Enrollment Services Committee Update (ESC) Wissem/Maria 3

Wissem: Enrollment ESC will be on October 3, 2025. They meet once a month. There is no report as there was no meeting.

### c. Instructional Planning Council (IPC) Updates Vacant 3

**Lizette:** This is vacant. Is anyone interested in being an IPC representative? They meet on Fridays, like SSPC, twice a month. This is a good opportunity to work with instructional folks. If you are interested in being a representative, please email Jackie Flores, Lizette Bricker, or Juan Vera.

### d. Planning and Budgeting Council Olivia Cortez Figueroa 3

Peter Fitzimons presented the 25-26 adoption of the budget that was included in the 9/10 Board Meeting. The budget is balanced, reference link below. Reminder for reps to share information on meetings that you are attending as important decisions are being made in the space. President Lopez announced that Student Equity and Achievement Plan and ISER are due November and going to board on November 19. It will then be brought back to PBC for a final vote. Up for vote at the next PBC meeting: A new template for the way minutes should be taken was suggested, and PBC will vote at the next meeting on this template. There is a vacancy in Ethnic Studies – PBC will vote on whether it should be filled. Also, things are changing in our Participatory Government – we encourage everyone who is interested in this and the items above to attend the next PBC meetings.

Link for reference: <https://canadacollege.edu/planningbudgetingcouncil/2025-26/budget-slides-2025-26.pdf>

### e. Vice President of Student Services (VPSS) Updates VPSS 3

Thank you to everyone who came to the 1<sup>st</sup> VPSS Pop-in. The event took place on September 19, 2025, from 12:30 to 2:30 p.m. in the Financial Literacy lab. We had fresh conchas. I encourage folks to come to the next VPS Pop-in on October 15, 2025, from 11:00 am to 1:00 pm. In the Financial Literacy Lab, we will be decorating pumpkins. It's a way to step away from your

office, build community, chat with each other and connect. We are alternating Fridays and Wednesdays; we will not be able to capture everyone. If you come, it's an open house, you can go and leave when you need to, and we'll have some light refreshments. Jackie sent calendar invites; if you did not receive one, please reach out to Jackie Flores. I would like to share that we are currently updating the membership list. We have a committee, consisting of Michiko, Juan, Adolfo, and Lizette, reviewing the membership list to focus on updating the bylaws. We did notice that it needs to be updated. We received the following feedback, which includes the addition of the Disability Resource Center and Personal Counseling. Lorraine provided the change for EOPS, Next UP, FYSI, and CalWorks. Consulted with Michiko and decided on the Office of Equity representative. We added Project Change to TRIO. We changed the name to Undocumented Center, made some edits to the Veterans, and added the Veterans Resource and Opportunity Center. We removed the Wellness Center, as it replaced Disability Resource and Personal Counseling. We want to send a draft by October 17, 2025, with the agenda. Our next SSPC Meeting is not until October 22, 2025, as October 8, 2025, is Flex Day, we will not meet that day. Gives us time to look at the list and give us any feedback on what needs to be changed. We will incorporate feedback when we meet on October 13, 2025. We should have a draft in the next agenda for October 22, 2025. We do need to focus on the bylaws, but once the document is complete, it will accurately match the names listed on the website. We want to make sure we have a committee and that you are all reviewing and agree.

**Maria H-** It says TRIO and Project Change, and I am the only TRIO and Project Change. I will have to be here regardless of having Miram as the Project Change. What do we do when we wear multiple hats?

**Lizette:** We added Project Change to give you the ability to send someone to represent that area. Similar to Michiko in the Cultural Center, it can be either Michiko or Mario who attends the meeting. Does that answer your question?

**Maria:** Sometimes, some folks cannot be the voice of a specific area, and it can be tricky for the future.

**Lizette:** Please send us your recommendation on what you think is the best option. When we meet, we can discuss it further or talk to Michiko, Adolfo, or Juan. We are meeting on October 13, 2025.

## VII. Old Business

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| a. TAL Refresher/Program Review TAL Lense | Michiko | 30 |
|---|---------|----|

**Michiko:** What does TAL stand for? Transformational Anti- Racist Leadership. When did we first start discussing TAO? We started TAO in 2021. What are examples of how we use TAL as a planning council?

**Maria H:** It's a lens that we identify other opportunities through for a new proposal project or a new proposal for an activity. We use the lens to determine if we are meeting specific goals and bringing everyone in.

**Michiko:** This time in September, we revisited this topic and expanded on it. In the Student Services Planning Council, we utilized Transformational Anti-Racist Leadership as a theoretical framework. It's a lens through which to consider the way we approach this work. What does TAL mean? Does anyone remember the TAL Principles?

**Juan:** Transformational TAL is based on the premise of inspiring and engaging others to want to lead. Additionally, with an anti-racist lens, we can shift our perspective from a deficit mindset and strive to improve.

**Mary:** Are you referring to some of the key ideas, such as acknowledging supremacy and whiteness? Actively working through anti racism through social change and justice.

**Michiko:** As a Student Services Planning Council, we took two lenses of transformational leadership and anti-racism, and how do we combine them?



Empowering others, sharing power, we elevate the voices of the marginalized. We act as mentors and coaches, inspiring others to take on leadership roles. Is our Program Review data indicating that we are achieving the results necessary to create equitable outcomes for students? Continue to maintain a clear vision and remain action-oriented. We cannot simply do it for one year and then stop; we must continue the work and the vision.

- In October 2021 – We approved TAL in SSPC
- Spring 2022- SSPC workshops + games: ongoing education and challenging the status quo
- June 2022: N CORE Presentation: Empowered others and recorded videos on how this shaped your work and folks all around.
- Fall 2022- TALL SSPC: SAOs looked at our program-level outcomes, and we discussed how to use this lens to change the program-level outcomes. We agreed to have one transformational anti-racist leadership SAO.
- Fall 2022: Use TALL SSPC SAOs- Use TAL lens to train and re-write our SSPC Service Area outcomes
- Fall 2023- Assess TAL SAO's- Come together as SSPC and evaluate our TAL Services Area Outcomes
- Spring 2024- Revisiting Foundation TAL: Read the foundation TAL literature in groups and share the important parts that relate to SSPC.
- Fall 2024- Review SSPC +TAL: Discuss and recommitment to TAL: Discussion and recommitment to TAL-what do we want to do now?
- Spring 2025: Updating Program Review w/ TAL: subcommittee of Wissem, Adolfo, Mary, Michiko, and Juan to review and update program review with a TAL lens and data focus.

- Fall 2025: Data coaching + Program Review: Data coaching: presentation with Karen, Maria, and Michiko on how to collect data and ask for data on program review equity questions.

What do we want to do now as SSPC? Proposal for SSPC and TAL:

Fall 2025: We can focus on the TAL principles of self-reflection. It's a 20-minute assessment tool, used internationally in over 60 countries, and is scientifically valid and reliable. THE IDI (Intercultural Development Inventory) measures your level of intercultural competence. Individual results are kept confidential, and then we can create a group profile to see where we stand as a whole, as the Student Services Council. We can do this during a meeting or assign it and spend 45 minutes to an hour discussing the results.

In breakout groups, you will answer the equity questions for your program and determine what data you will request from PRIE.

Please let me know if we want to try the IDI tool as part of the Student Services Plan Council this semester.

**Mary:** I like how you mentioned that we aren't doing enough self-reflection. This includes individual self-reflection and assessment of where we are. Regarding the two-part section, assessing ourselves and then creating a group profile, we might be missing what it means to us as individuals rather than as a group. In part 1-does it allow for reflection among ourselves? There may be a missing gap in self-reflection.

**Michiko:** For groups that only do the group profile, they conduct a pre-test and a post-test at the end of the year to see if participants have improved their competencies. Even if individuals get results, they discuss and create an action plan. For the IDI certification, they have found that the best approach is not to send an email but to have a conversation with an IDI-qualified administrator. It could be me or someone else. We receive our results after our one-on-one session. If we want to do it in two parts, we can do it as a group. If individuals wish to hold their own meeting, their results are confidential. What I know are my strengths and the areas I need to work on.

**Jasmine:** I think it's important because not everyone is willing to self-reflect. When you're getting results and talking to someone who challenges those results, it might spark a different conversation about why the results were the way they were. This can lead to implementing changes to improve the outcomes. I believe it's better to have someone outside the institution so there's no bias, rather than a colleague.

**Michiko:** Do we still do it, or do we hold off because we will need a contract for an outside person? We know folks we can get a contract with? It's just a contract.

**Wissem:** Are the results optional or mandatory? Can we use this as a resource? If we do a self-reflection and are in a good place, and I stop there, do I still receive the same benefits? Are you certified in this?

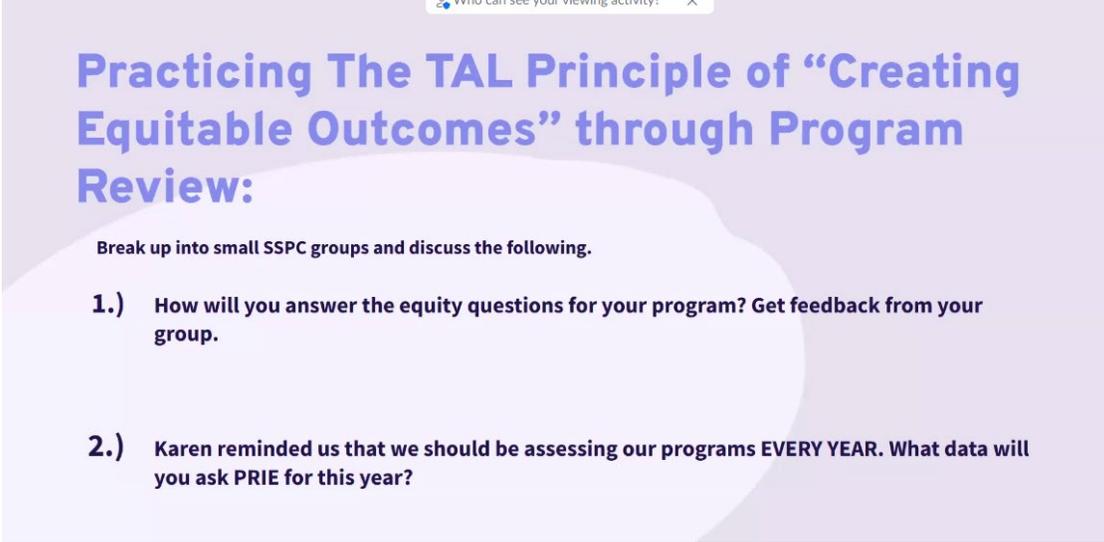
**Michiko:** The IDI does not allow anyone to get the score, including me, until you meet with an administrator. You will only see how the group qualified. You won't know your individual score; only the group score will be revealed.

**Mary:** Who is the qualified administrator?

**Michiko:** It would be me.

**Jasmine:** Not anything related to Michiko, it would be more receptive coming from an outside entity. I do think that would be beneficial in terms of the conversation.

**Michiko:** Do we want to figure out what we are doing with the IDI? Let's break out and form groups of three. To discuss the following:



Practicing The TAL Principle of “Creating Equitable Outcomes” through Program Review:

Break up into small SSPC groups and discuss the following.

- 1.) How will you answer the equity questions for your program? Get feedback from your group.
- 2.) Karen reminded us that we should be assessing our programs EVERY YEAR. What data will you ask PRIE for this year?

**Lizette:** Do we have a consensus to move forward with IDI? I see a lot of folks giving thumbs up online and in person. Okay, so then we will move forward with working with Lizette to plan it out at the next SSPC meeting.

## VIII. Special Presentations

### a. ISER Review and Input

Hyla Lacefield

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**Hyla:** What is ISER? The Institutional Self-Evaluation Report. We have completed the first level, ensuring that everything we stated is correct and backed by possible evidence. We are reviewing ISER 2.7. Please take a moment, either during this meeting or outside of it, to add notes or suggestions to the document. Karen Engel and I will integrate these into the document. We are focusing on ISER 2.7 and 2.8, but we would like to invite you to review the entire document. It would be helpful to review it and start a discussion as needed. All links should be working; if any are broken, please let me know.

**Lizette:** We compiled the names of all the programs and ensured they were accurately listed. If we've missed anything, please feel free to add it. We want to ensure all programs under the Students' Services Program are represented.

**Mary Ho:** Looking at Learning Communities as success teams, the ANNAPSI Program is more than a learning community; it is a program, but it does have a learning community component. In terms of expanding, should I update what is on the document to a program and then add the two pathways, keeping them in the same place?

**Hyla:** There are two ways to put it in words in ISER or link to more information. We can add more links in space. We are limited on the number of pages for the document. If you would like to provide more context, please share a link. Feel free to make word changes as appropriate and add a link.

**Max:** The most critical moments of TAO work during SSPC are opportunities to review the program and incorporate the TAL lens into foundational documents. This is an opportunity for us to integrate this work into the documents through this lens and represent the college.

**Lizette:** Is that mentioned anywhere in the document?

**Michiko:** Yes.

Mary: Through the TAL lens, what has been unique about the UCOLTS Transfer Center is the STAR Program and the program serving various specific populations that are DI. Where do I incorporate this information? But these programs in UCOLTS focus on Equity and Anti-Racism, should I also put that in UCOLTS?

**Lizette:** When you are on a site visit, they want to reference if it's part of your work in action.

**Hyla:** The other aspect is specific student stories to represent the compelling successes. For example, with UCOLTS, we were linking to stories that we could link to. If you have student stories, we can link as many pieces of evidence as you have.

**Reference link:** <https://docs.google.com/document/d/14OB21RPXvzXxUiBC9fI5w3tGD-3514fU/edit>

**Lizette:** Please continue to have these conversations; folks can reach out to Hyla.

**Hyla:** Please reach out to me to discuss or brainstorm ways to incorporate elements that humanize your approach. How the programs have an impact on students?

## **IX. New Business**

### a. NOW Student Services Request Form

Wissem/Autumn/Jose 30

**Wissem:** During Fall 2023, we launched the Canada de Noche Program to support evening students. The pilot lasted for three months, during which we collected data and identified areas with high demand and areas that were slower. As a result, some programs continued offering evening services, such as SparkPoint, which allowed evening students to use the food lockers. Breanna and Adolfo reported that last week, 49 evening students used the food lockers. If students came after 4:30 pm, SparkPoint was closed. Before this program, evening students were at a disadvantage. Now, students can order online, and their items are placed in the food lockers. A lot of coordination happens behind the scenes to keep this running smoothly. What about other programs? What are our plans? We have extended hours at the start of each semester, including counseling, financial aid, and Admissions and Records during the add and drop period. That's our commitment to supporting evening students. For the rest of the semester, if students need help from Admissions and Records on a Thursday evening or from DRC, we came to SSPC in Spring 2025 to discuss the NOW Program. It was supported by SSPC and had CWA for College for Working Adults, which was planned to expand and was rebranded as the NOW Program last year. We are now in the implementation phase. If a student comes in the evening, what should they do? Jose has a plan designed with input from everyone.

**Jose Zelaya:** We are now identifying who an evening student is and how we can support them. We expanded course offerings for evenings, including degrees and certificates that are marketed and advertised as evening and night programs, which can be completed during those times. Supporting all evening students, we have seen a jump from Spring to Fall. We defined evening students as those who take a day class or fewer classes. Often, we see evening students taking a day class, online, or evening classes. In Spring, we had 850 students; in Fall, that number increased to 1300. It's important to support this large group by providing information and resources through each step- starting with our own program and extending support for students who need more help than others, such as through academic notices. We aim to be an extension of enrollment services, open even when our doors are closed, to support our respective departments. Food lockers are in high demand for our students. We are also considering assigning evening counselors to work closely with evening students to identify and recommend degrees and courses suited for them.

### **Why are we implementing the form?**

- Centralized entry point for evening students.
- Equity: Create an equitable support structure for evening and online students.
- Shared responsibility departments maintain ownership of their cases while NOW helps with coordination.
- Data structuring helps advocate for expansion of services and staffing.

This form is not meant to replace anything; it provides an additional support layer. How are students using our campus and addressing their needs?

We have combined the following departments into one form: Welcome Center, DRC/PCC, A&R, Financial Aid, Cashiers, SparkPoint, VROC, UCC, Library, and Learning Center. If you want to be part of a department or program, please let us know.

The process will involve the student filling out the NOW Assistance form either in the office, via Canvas, signage, or a QR code. The form will send an alert to the relevant department and their email, who are responsible for responding within 48 hours. The goal is to acknowledge receipt of the request, not necessarily to provide an immediate response. If the department can fulfill the request within 48 hours, that is ideal. The form will include the student's name, G number, and their request. The NOW team will monitor request volume and response times. If an email is sent, it should cc the now team at [canadanow@smccd.edu](mailto:canadanow@smccd.edu). We will track response volume to support the department's program. After 48 hours, we will follow up to ensure ongoing communication with the student. Data collected will be used to generate reports on evening students' trends, such as common needs, bottlenecks, and resolution times, helping us identify where students might be getting stuck and need support. What is the average time from when a student fills out the form to when they receive support? Signs will be placed on campus, particularly at the front door, directing students to the NOW office for assistance. We encourage faculty to share the form through Canvas to inform students that we provide after-hours support for the college. With proper communication, students will receive automatic email confirmations. If no outreach occurs, they can contact Jose Zelaya directly, as he can address any issues.

**Autumn:** Showed the NOW form to SSPC.

**Jose:** Any questions or feedback?

**Max:** During Cañada de Noche, we had a smaller version of this form.

**Wissem:** This is adopted from the pilot program because it really worked. When people receive the email, it should be identified as the NOW assistance form. The commitment is to respond within 48 hours to the student. Some programs include confidentiality information, but this is more about confirming that we received your request and are working on it. At that point, the NOW program is effective, and then you can proceed with the rest of the students' requests. IF you see the email titled 'NOW form,' we want to commit to responding within 48 hours to let them know they are being helped.

**Jasmine:** Student ID can be confusing. Can we change it to the student's G number? Students may become confused and want to enter their ID number instead. For instance, undocumented people might find this confusing and could get freaked out.

**Juan:** Do you have a flyer we can share on our CANVA shell for the NOW Program to promote Veterans or Academic Notice for students whose home campus is CSM or Skyline?

**Jose:** The plan is for this form to go live within two weeks during the registration period before midterms. We wanted to present it before it goes live. We will send a flyer and QR code to ensure it can be advertised on your CANVA shell.

**Wissem:** When do you see this being launched and working?

**Jose:** As soon as October starts, we will begin evening classroom visits to introduce our faculty to who we are, our location, flyers, and resources. By next Friday, I should be able to send this out. If there are any further changes, we might need to delay it a bit more.

**Paul:** The NOW Office will now be in the Learning Center?

**Jose:** Yes, in the Learning Center on the second floor. Next to Jonathan McSwain.

**Paul:** Are there people there until 8 pm?

**Jose:** Yes, it's fully staffed until 8 pm.

**Paul:** Are there any openings on Fridays or Saturdays?

**Jose:** On Friday, we close early, but we will still offer online support. We're beginning to include Saturday's writing support or study space. Our goal is to build a community and provide students with access to these resources.

**Adolfo:** I see that you have a 48-hour response window. For our hotel program, we set it to 72 hours because it could be on a Friday or holiday, and during business hours, since they might not get a response from me.

**Jose:** We set 48 business hours, but if we need to add 72 hours, we can make a change. We can work with individuals who require additional time.

**Wissem:** Thank you, everyone, for explaining the process. We want to document if we have the green light to move forward with this item.

**Action item:** Approved by SSPC members

## **X. Discussion**

## XI. Open Forum and Feedback

### a. EPAC Draft Review

Michiko

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Michiko: The Equity and Anti-Racism Planning Council would like to propose hosting a listening session with Public Safety. EPAC is in its third year. During the first year, we reviewed the Margolis Healy report for Public Safety. We heard a lot from students, faculty, staff, and administrators about Public Safety, including procedures and approvals at the Board level. We also did an in-person site visit to Public Safety to observe their space and discuss their operations. In the second year, we examined the training they provide, looked into available training options, and recommended specific training. Now, in the third year, we continue to gather concerns and plan a listening session. I want to acknowledge that we received questions from the Academic Senate, such as, "Aren't there also other one-on-one meetings happening?" "Isn't there some work with the VPSS and the VPAS?" "Doesn't Student Senate have an oversight committee or an honors project?" The answer is yes. Different areas are interested in collaborating with Public Safety, and this is one way to achieve that goal. EAPC proposes hosting a listening session, suggested to occur 3-6 times a year, to check in and ensure everyone's voice is heard. This would be an in-person event where everyone gathers in the space. The goals are as follows:

#### Goals

##### Community and Transparency Goals

- Increase transparency regarding Public Safety protocols and practices.
- Offer Campus community members the opportunity to express concerns and ideas for improvement.
- Hear directly from Public Safety at the campus and District level about current practices and possible changes.
- Establish sustainable feedback mechanisms between Public Safety and the campus community.
- Align with our institutional goals of accountability, safety, and community partnership ([Cañada Mission Public Safety Commitments](#)).
- Develop actionable outcomes from each session to guide future practice and policy at the campus and District levels.

We would use the frameworks listed below to demonstrate what is possible in action. Jason mentioned inviting the District, if possible, since we will need their support. We are integrated into a larger system.

Framework
<b>Grounding:</b> Welcome, land acknowledgement, ice breaker, community agreements
<b>Context Setting:</b> Purpose and expectations
<b>Sharing:</b> Storytelling, active listening, restorative justice activities, etc.
<b>Transitions:</b> Reflect and review common ground. Community building activities, etc.
<b>Consensus building on action steps:</b> Direct and explicit action steps <u>along</u> with members/groups committed to carrying forward the next action steps

We are meeting with various groups to gather feedback before presenting to the College President as EAPC. We want to conduct our research and determine who is in support. Thoughts and concerns? What would you like to see included in our recommendation to the President for the EAPC?

**Adolfo:** Public safety is a district-wide policy, and while efforts are underway at Cañada, I'd like to know if Skyline and CSM are equally engaged. I'm also concerned that lasting change depends on individuals in these roles—while I can't change attitudes, I can influence behaviors. So, how effective is this policy in creating real change beyond what's already been discussed and agreed upon?

**Lizette:** It is important to distinguish between concerns that involve Public Safety issues and those that are personnel matters. I often handle issues on an individual basis, since employees have contracts, protections, and established processes. Should we address the department as a whole or focus on its individual members? When issues come up, I deal with each person directly. They have a contract, protections, and a process.

**Max:** This new process presents many opportunities, but we need to understand how this feedback differs from existing methods. Public spaces aren't appropriate for personnel-level feedback, and changes based on contractual matters are often ineffective.

**Ziarra:** Is there a way to make this anonymous and non-public so the individual can be addressed?

**Michiko:** Is there a way to report personnel issues?

**Maria:** How does a student know when it's a personnel matter versus a system issue? How are we informing the students? I want to make sure that we follow our contracts, rules, and guidelines. How do they handle our process? When we talk about program review, Public Safety does not conduct one. How is the information provided and followed up on?

**Max:** Imagine we are discussing TRIO or Project Change and focusing on an individual. Our students in the community are unaware that they can provide feedback. I believe it is our responsibility to ensure we create opportunities for feedback that are actionable.

**Michiko:** The district has contracted with a third-party facilitator to help prevent issues, without naming individuals or using a biased perspective. It's an entirely separate entity trained in facilitation.

**Jasmine:** In terms of the validity of students' opinions, it is well known who is in Public Safety on campus. They are public officials who are supposed to be known on campus. I understand the idea of them being people. I believe that for this listening session, it shouldn't be a session where students can freely express their opinions without restrictions. I think if we hold a listening session, censoring things will only make things worse. Students have valid reasons for mentioning specific issues. There was another situation involving Public Safety, too, but they need to report it. How do students report cases, and what happens afterward? We cannot continue to say it's a problem and do nothing about it.

**Max:** Our students should feel free to express themselves. However, as a college, we need to be cautious when hosting college-sponsored sessions. Allowing students to give specific feedback about an individual can be unhelpful and may create liability issues.

**Lizette:** Setting up a platform to share information. It's more of a discussion session hosted through the VPSS Office and the President's Office. We want people to be able to voice their frustrations. I'm not sure if a listening session would encourage that.

**Sergio:** As a student and employee, I have had my encounters with Public Safety on campus. When we examine data from high school, it reveals how this contributes to the school-to-prison pipeline. If we are going to be radical, why do we need them? If it is a contract, why don't we renew it? I see the focus and the need. I don't know of any campus where it's truly working. It's unfortunate how systemic white supremacy issues persist and how we keep policing under the guise of maintaining power and order. Is there really a need for Public Safety on campus?

**Jackie:** How do we create a safe space for students to express themselves? Establishing healthy boundaries excludes Public Safety from facilitating the meeting. I don't believe it's productive to have emotional discussions during the meeting. There needs to be a Formstack for collecting data and sending it to Public Safety.

**Michiko:** It sounds like that is a project that a student in the Student Senate is working on.

**Jasmine:** The main issue is retaliation when students complain. Public Safety identifying the student complaining causes fear among students. Our marginalized students do not have a good relationship with police officers or anyone with a badge. All our Public Safety personnel are former police officers. We need to find a way to file these complaints and take action without revealing the identities of those involved.

**Adolfo:** If it is my program, they are going to say, 'Well, this is about safety and protection, and there is a safety process we are supposed to follow.' This is for the safety of students and staff.

**Max:** What does Public Safety do to evaluate itself?

**Michiko:** Where on campus do we want to go, embracing the critical dialogue when individuals have an issue with our departments?

**Mary:** We do not have enough difficult dialogues to be transformative, or we are in the status quo.

## **XII. Adjournment**

**For Next Meeting:**

**Future Item:**