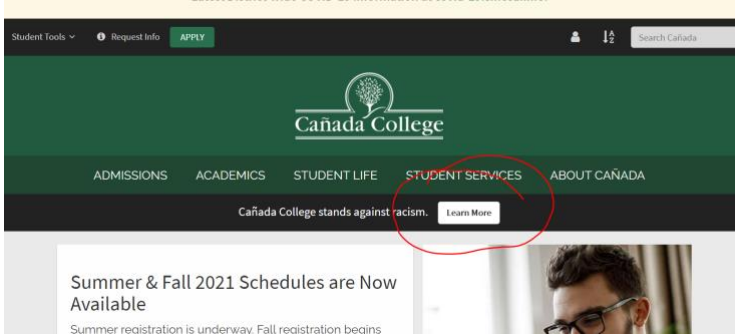


ACES Meeting Minutes

4/27/2021

| Time | Topic | Speaker |
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| | <p>Welcome and Approval of Agenda and Minutes</p> <p>Zoom Meeting Logistics:</p> <ul style="list-style-type: none"> • Notetaker: Bettina Lee (started late and Rebekah filled in based on the recordings) Notes link • Time Keeper: Rebekah <p>Business</p> <ul style="list-style-type: none"> • <u>Approval of Agenda:</u> <ul style="list-style-type: none"> ○ Alison Field ○ We missed who approved the agenda • <u>Approval of Notes:</u> <ul style="list-style-type: none"> ○ Nadia Moreno motioned to approve the notes ○ Valeria Estrada seconded the motion | Rebekah Taveau |
| 2:27pm | <p>Report out from Equity Analysis Taskforce</p> <p>Resources: ACES Equity Gap Analysis Taskforce Steps and “Milestone Moments for Critical Reflection”</p> <p>PBC was presented with Anti-Racism Taskforce full proposal to have more anti-racism trainings. Document can be found on our college’s main webpage. Just click on “Learn More” at the top of the page:</p>  <p>Then click on 4th link:</p> <p>Emerging Antiracism Framework & Resources</p> <p>As a result of three campus-wide Critical Conversations on Race held during the summer 2020, as well as input from the participants in the College 2020, the Planning & Budgeting Council (PBC) formed a college-wide Antiracism Task Force in September 2021. On March 17, 2021, the Task Force report to PBC. The Task Force is seeking feedback on their progress report from the campus community here. Feedback submitted will help inform recommendations to PBC in late April, 2021.</p> <ul style="list-style-type: none"> • Antiracism Task Force responsibilities • Draft Antiracism Framework for Cañada College as of September 2, 2020 • Cañada College Antiracism Task Force Mid-Term Progress Report to PBC on March 17, 2021 • Cañada College Antiracism Task Force Final Recommendations to PBC on April 21, 2021 • StopAAPI Hate Resources as of April 2021 • California For All: <i>Recovery with Equity: A Roadmap for Higher Education in Education after the Pandemic</i> • California Community College Chancellor's Office: <i>Diversity, Equity and Inclusion Resources</i> <p><small>https://canadacollege.edu/antiracism/FULL_PBC_PROPOSAL_-_Canada_College_Antiracism_Taskforce_4-21-2021.pdf</small></p> | Dr. Manuel Perez |

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| | <p>Information includes:</p> <ul style="list-style-type: none"> • The whys • Calls out White Supremacy • Powerful statements • Actionable steps <p>Plan:</p> <ul style="list-style-type: none"> • How we can be more student ready • Name specific communities • Phase 1 is first to make a recommendation to the college • Important key points: <ul style="list-style-type: none"> • Common or shared language • Foundational knowledge • Further engagement with the campus and college • How can be make sure the growth is sustainable • Page 7-10 has more information <p>First part of the table:</p> <ul style="list-style-type: none"> • Classified professional development • College community read • College mission, vision and values • Colts-Con will have an opportunity to engage as anti-racism workshop • Consultant work: Requesting that we continue the work with new consultants. • Equity and Anti-Racism: Taskforce is temporary now, but would like to make this permanent. Merge the work of the taskforce and ACES to enhance the scope and use an equity lens. | |
| 2:40pm | <p>Reviewed the rest of the items on the action items:</p> <ul style="list-style-type: none"> • Ethnic Studies • Faculty Anti-Racism professional development • Management Anti-Racism professional development • UMOJA • Web presence needs to be updated and accessible online | Alex Claxton |

| Activity/Action | Lead(s) | Audience/Participants |
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| Classified Antiracism Professional Development | Prof. Learning Comm. Classified Senate | All Classified (represented and not represented) |
| College Community Read | PBC President | Collegewide |
| College Mission, Vision, and Values | PBC | Collegewide |
| Colts-Con Antiracism Workshops | Guided Pathways Faculty & Steering Committee | All new students |
| Consultant | PBC Equity & Antiracism Leadership Group | Equity & Antiracism Leadership Group |
| Equity & Antiracism Leadership Group (institutionalize task force) | PBC | ACES Antiracism Task Force |
| Ethnic Studies | Academic Senate, PBC, Vice Pres of Instruction | Students |
| Faculty Antiracism Professional Development | BSM Core Group, Equity & Antiracism Leadership Group; Professional Learning Community | Cohort Faculty (Adjunct, Long-term Temp, Tenure and Tenure-track) |
| Management Antiracism Professional Development | President and Vice Presidents | All Classified and Administrator Managers |
| UMOJA Program | BSM Core Group Academic Senate PBC | Collegewide |
| Web Presence – enhanced and updated | Marketing Team Equity & Antiracism Leadership Group | Collegewide |

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| 2:56pm | <p><u>Melina Angelova recommended that the taskforce also add:</u></p> <ul style="list-style-type: none"> • Financial aid and scholarships: not enough students color to get the Pell Grant. See if we are equitable in offering financial aid to students of color. • Campus environment: not welcoming to students of color, such as art and music. • Proposed text: “Examine the equity of the access to and award of financial aid and scholarship opportunities for students of color” • Also suggested how our website needs to appear more engaging toward students from different backgrounds. <ul style="list-style-type: none"> • Bettina also added language on our webpages need to be equity minded and written in a language that engages students. • Kiran Malavade asked what is keeping us from making our website better. • Yolanda said that a lot of people do not have web design skills. But if Marketing can hold more open office hours and workshops, and advertise it in a way with language that we understand, it would be very helpful. <p><u>Chris Rico suggested:</u></p> <ul style="list-style-type: none"> • Faculty and staff have said they want to be more involved but they can’t because of other obligations and schedules, so he suggests a college hour. • We should be more intentional in our planning • Such as call it Anti-Racism Teaching and Learning College Hour or DEI College Hour <ul style="list-style-type: none"> • Candice Johnson added: | Open to everyone |
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- FYE strongly suggested College Hour too. To have it focused from the new Anti-Racism framework too.
- Manuel suggested:
 - we can make it an ACES recommendation or these recommendations are coming from individuals, so that all of these suggestions are coming from come from the community instead of from the taskforce.
 - Also that each success team can host an Anti-racism workshop for their team.

Yolanda Valenzuela:

- Suggested that faculty should be consulted before we vote on it.
- Pointed out that we need “buy in” from faculty because not everyone has the same level of experience to be able to implement anti-racism in their focus areas.
- Stressed the importance of professional respect and ask faculty what they need in order to be able to integrate anti-racism into their work.
- We need to figure out the “means in which we get to the end product” of implementing the history racism in classes.
 - Manuel: agreed that we should not vote today and reminded everyone that PBC will meet May 5th

Mahitha Rao:

- Since there’s so much to cover in every subject, we should think of it as a progression; start with something small, such as promoting anti-racism language or speakers.
- Also loves the idea of College Hour.
 - Yolanda added:
 - that sometimes we don’t know what we need until we meet an expert (a guest speaker) in their specific subject.
 - There are biases and we’re not aware of our biases in our expertise...”because it that’s all you know, you’re not going to notice that bias”. So sometimes we need an expert from the outside to look in and point things out to us. “Guest speakers should be chosen really well and presented in a very respectful way” and put it in the perspective of racism.

Rebekah Taveau:

- We place this topic on the next agenda
- Many thumbs up for the following ideas to be recommended to PBC from the committee:
 - College Hour suggestion
 - Equity of access to award of financial aid suggestion

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| | <ul style="list-style-type: none"> • Also place these ideas on the next agenda • Story: ESL ID night. Many students couldn't buy parking permits because they couldn't read the directions at the Kiosk and got parking tickets. So, we made parking free. But there is nothing visually on our campus they can connect to or make them feel welcome. The mural project was not approved, and our campus is still intimidating. <ul style="list-style-type: none"> • Candice also suggested making the mural a separate item on the action items to make our campus look more welcoming. <p>Rebekah will gather all of the ideas we talked about and describe some of the suggestions and send it out tomorrow to everyone. She asks that we just put our ideas in a feedback form.</p> | |
| 3:23pm | <p>Rebekah asked if we could adjust the agenda to spend the remainder of our time to spend on CUE.</p> <ul style="list-style-type: none"> • Nadia motioned to approve the adjustment • Valeria Estrada seconded the motion • No discussion <p>Found it was race neutral; was not race specific; be more intentional of using race specific language:</p> <p><u>7 Cue Recommendations:</u></p> <ol style="list-style-type: none"> 1. Adopt equity minded language 2. Clearly delineate different types of activities and goals (p. 5) 3. Create activities that explicitly align the race-specific metrics to race-specific activity descriptions; Yolanda Valenzuela and Mary Ho discussed how race can often be used to describe ethnicity and that race is related to socially constructed categories and we should make that clear to students. 4. Work to incorporate more classroom-focused equity effort and engage instructional faculty. 5. Focus on specifically racially minoritized student populations rather than on all students (p.9) 6. Include equity-minded 7. Include transfer-specific equity activities (p. 2) <p>Overview of the Critical Questions of Data Points</p> <p>Google docs with initial observations and applications of the checklist</p> | Rebekah |
| 3:50pm | <p><u>Breakout Group Discussion Questions:</u></p> <ul style="list-style-type: none"> • What in a perfect world would be your vision for our next steps as a group on applying the CUE review to our SEAP? | Rebekah |

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| | <ul style="list-style-type: none">• What should be the next steps for our Critical Questions? <p>Manuel, Kiran, and Yolanda stated that they would like more than the last 10 minutes to discuss these questions. Therefore, this discussion will be saved for our next meeting.</p> <p>Yolanda: Now that our president is leaving, how much of our work will go continue?</p> <p>Alison: Shared that we should combine ACES with the taskforce to ensure that this work will continue and become more permanent.</p> | |
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