**EMP Task Force Facilitators**

Thank you for facilitating the break out rooms during tomorrow’s all-college session at Flex Day. Here is a place to record input from your breakout session.

Facilitator Role in each breakout room:

* Gather feedback from your breakout group in terms of their opinions and contributions of what the value means to them at Cañada. Please record their work here so it can then be shared back with EMP group as a whole
* Share examples of other schools’ versions of the particular value or similar value (if possible)
* Make sure people in breakout room know that these are not final choices but instead a way to develop a more substantial draft
* Share the portal where folks can provide additional input: <https://bit.ly/CANMVV>

Key concept in most breakouts was: ACCOUNTABILITY (when we’re not living up to these values, where’s the accountability? And how do we get to tangible outcomes - so the conversation actually goes somewhere) -consider talking about values all the time, not just during EMP updates...

**One general piece of feedback on the list of values:**

* **May we make all of the values parallel? Currently some are nouns, some adjectives, some modified, others not. Also the long list of equity values has a different format. To my mind the list would be clear, focused, and memorable if we wrote it syntactically parallel.**

**Social and Racial Justice - MARY HO**

* Antiracism
* Equity
* Inclusion
* Diversity
* Access

<https://jamboard.google.com/d/170O2-lwG5-VRSIno0TQRhbbq-XjJ6Rm0cIyQ40DEq0w/edit?usp=sharing>

*[Mary: please insert notes from your breakout session here]*

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**Transforming Lives - Allison Hughes**

*[Allison: please insert notes from your breakout session here]*

*\*\*Maybe use a word other than Transforming--> Evolve,*

* We take part in reciprocal learning in order for us to give students transformational opportunities
* Building trust with students by demonstrating through our actions, communications and offerings that we value and accept students as they are.
* Ensuring that our classroom environments offer students space and support for transformative learning and growth

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* Education creates opportunities
* Giving students option and direction
* CTE - Job training, updating skills that can lead to employment
* Introducing students to ideas or possibilities for jobs that are out there
* Offers students new opportunities for change in their lives
* Build community, making friendships, opportunities to work together on passions that students have for work/hobbies/interests
* Connection, community
* Transforming the individual person, life outlook, cultural awareness - career and personal goals - whole person/package; evolve into future selves
* Ensuring that we’re transforming all student lives, especially those who don’t come forward/don’t ask for help/don’t reach out - what can we do to connect with these students?
	+ Making sure students know we’re human and we’re available, check-ins
* How do we rely on students to transform the institution? How do we transform to remain relevant/student ready/adaptive to student needs?
	+ Transforming students as they’re transforming us
	+ Give students opportunities to take pride in their work and interests
	+ Being more competitive, keeping a competitive edge, reinventing ourselves to meet students’ needs and transform their lives
	+ In order to transform students’ lives, we need to be transformative/adaptive
	+ How open to change are we, so that we can meet students where they are?
		- And how does being adaptable/transformative move us closer to having a more equitable campus?
		- Example: Offering Italian Fashion here, rather than study abroad
	+ Keep ourselves responsible - participant in student experience, the need for us to better understand students in order to offer them better/more relevant opportunities for transformation
	+ Taking time, listening to students, responding to their experiences, checking our own biases - accept people as they come to us/celebrate them and treasure who they are - demonstrate this
	+ Making sure this value is reflected in what we offer students/how we connect with them

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**Community Partnerships - Nimsi Garcia**

<https://jamboard.google.com/d/170O2-lwG5-VRSIno0TQRhbbq-XjJ6Rm0cIyQ40DEq0w/edit?usp=sharing>

*[Nimsi: please insert notes from your breakout session here]*

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**Academic Excellence - David Eck**

Make sure statement communicates that academic excellence is for everyone. … Similar to spirit of Honors Transfer Program.

Making sure academic excellence speaks from the perspective of the entire campus. Academic excellence goes beyond the classroom. Involves entire community.

[Perspective from counseling faculty …]

 Never compromise on aligning ourselves with the highest standards.

Standards that reflect the value of individualized teaching and learning.

Individualized college paths--diverse range of times, goals …

Different time spans for students. [Concern of rushing students through college.]

 Students becoming overall more responsible. Ability to manage their time and set themselves ambitious but achievable goals. Ambitious but realistic goals. Self-directed learners.

 Meta-cognitive skills: student who understands their skills in order to further develop them. And adjust their goals accordingly.

 ...

 Importance of academic integrity.

Never compromise on aligning ourselves with the highest standards.

Skills that enable them to achieve academic goals, as well as personal and professional goals. The academic goals further the students personal and professional goals.

 Curiosity.

 Learning at Cañada involves transformative life experiences.

Prepare students with a range of skills and experiences to give them a foundation to pursue their personal, professional, and academic goals.

 Andragogy … adult learners.

Excellence is a matter both of student learning and our teaching. Ensuring that our teaching is evolving and developing.

Willingness to learn and grow of both students and faculty.

Pairing academic rigor with multiple forms of student support.

Embedded resources. For instance, increased partnership between classroom teaching and library support.

Learning center.

Integrity

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**Sustainability - Ameer Thompson**

*[Ameer: please insert notes from your breakout session here]*

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**Transparency and Authenticity - Roz Young**

Relate concept to real life

Authenticity actions not just words

Policy works with goals not impair

What I say is what I do

Foster students to be authentic selves

Ground up, student driven, How do we ensure that it comes from the student driven place.

How do me good work forward

Look and critique without blame and judge

Looking through an equity lens.

Institutional support that is authentic.

Trust, looking at ourselves critically, building community with students.

Accountability

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**Adaptability and Resilience - Alicia Aguirre**

*[Alicia: please insert notes from your breakout session here]*

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**Student-Centered - Hyla Lacefield**

*[Hyla: please insert notes from your breakout session here]*

*There may be people on the campus who don’t agree with our antiracist work. We have to remind ourselves that we are here to serve students. Our individual opinions are our own, but when you are representing the institution, you are here to serve the students through the institution. To what degree do we have to respect and represent the antiracist ideals that we state as part of our mission, vision, and values. When you are teaching, you need to represent the institution. If you disagree with this antiracist work, it shouldn’t be when we are serving students.*

*-Part of being student centered is making sure our own bias is addressed and kept out of the classroom.*

*-Setting norms of behavior (particularly on Zoom) that help make sure that students feel their voices are being heard and not being undermined or silenced.*

*There are biases on campus regarding students, but also regarding faculty and staff. I’m not sure how we deal with that. Google manifesto - where the googler said women were inferior. Until we hold people accountable, things won’t change.*

*Student-centered in a counseling perspective= what the student feels is best for them and what the counselor feels is best for them is not necessarily best for the college.*

*College - full timer and finish quickly. Student and counselor agree that the student needs to reduce their courseload to what is more appropriate to them and what is best for them. Sometimes we have to put aside what is best for the institution in favor of what is best for students.*

***-Student centered means putting the student first, regardless of what the college has set as its goals.***

*Sarita-*

*-Is there a well-known way that a student can report behavior in a way they can know is being addressed?*

*-Students sometimes feel intimidated from going to the Dean to report poor behavior. So, there has been discussion where they can air their complaints with peers, and then the information could be taken to administration.*

*Perhaps somewhere in the Multicultural center, or as part of that. Maybe contact ASCC and see about it.*

*-Staff and student centered: in our meetings, it would be nice if leaders of our divisions would bring up the topic of what does student centered means in our divisions.*

*-Supporting the college community in supporting students. Many staff do not have direct contact with students, so it’s good to bring that up in division meetings so everyone can be invested in being student centered.*

*From Chat:*

*They do not want to pursue even with all the reassurance*

*Sarita L. to Everyone (9:34 AM)*

*I feel they would feel more comfortable talking with other students. yes, peers*

*Sarita Santos to Everyone (9:34 AM)*

*Peer mentors, yes*

*Jamie Hui (she | her | 她 ) to Everyone (9:34 AM)*

*And I was told if the students do not come forward/or provide a document/letter, there is nothing the administration can do*

*Sarita Santos to Everyone (9:35 AM)*

*Even when students do come forward with requisite information, what has the administration done historically? If it all leads to "nothing much," then this would dissuade students as well.*

*Leonor Cabrera to Everyone (9:36 AM)*

*Entitlement*

*Sarita Santos to Everyone (9:36 AM)*

*Need Emotional Intelligence (EQ) workshops*

*Jamie Hui (she | her | 她 ) to Everyone (9:36 AM)*

*Yes yes yes!*

*Me to Everyone (9:37 AM)*

*Entitlement is a big problem everywhere, but particularly in our environment*

*Sarita Santos to Everyone (9:38 AM)*

*Implicit biases*

*Jenna French to Everyone (9:39 AM)*

*well said*

*Michael Limm to Everyone (9:39 AM)*

*For me, student-centered begins with accepting that a student’s reality is their reality, is valid, and where we should start working with them.*

*Sarita L. to Everyone (9:40 AM)*

*Yes, Jamie, we need conversation starters*

*Gloria Darafshi to Everyone (9:40 AM)*

*I like that Michael - thank you!*

*Jenna French to Everyone (9:40 AM)*

*@Michael yes their worldview*

*Jamie Hui (she | her | 她 ) to Everyone (9:41 AM)*

*😊 Michael thank you for sharing, so true!*

*Yesenia Haro to Everyone (9:41 AM)*

*Student centered for me is meet students where they are and support from there. College pushes students to degrees and transfer, but many students are here for other purpose. Also students services, we have ti understand that we have students that are adult learner and we need to offers sevices a different time of the day. Evening hours.*

* *Office hours for classes, tutoring hours and other student services need to align with the times that students need those services as well as the modality that works best for them. Meaning - zoom hours may be more practical if the best time for student engagement is 10pm.*
* *Acknowledgement of family & work responsibilities when planning appropriate student support hours.*
* *Jenna French to Everyone (9:42 AM)*
* *@Yesenia yes!*
* *Sarita Santos to Everyone (9:45 AM)*
* *Yes - my busiest zoom office hours are Wed 7-9pm and Saturday 7-9pm. Day zoom office hours aren't busy.*
* *Michael Limm to Everyone (9:45 AM)*
* *Thanks everyone!*

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**Cultural Humility - David Reed**

**Notes from 10/13/21**

**Definitions**

APA

* Cultural humility is the “ability to maintain an interpersonal stance that is other-oriented in relation to aspects of cultural identity that are most important to the [person].
* There are three tenets of cultural humility: **lifelong learning and self-reflection; mitigating power imbalances; and institutional accountability**.
* The practice of cultural humility helps **mitigate implicit bias**, promotes empathy, and aids the provider in acknowledging and respecting patients' individuality.
* The antecedents were **diversity and power imbalance**. The consequences were mutual empowerment, partnerships, respect, optimal care, and lifelong learning. Cultural humility was described as a lifelong process
* **Cultural competence** comprises behaviors, attitudes, and policies that can come together on a continuum that will ensure that a system, agency, program, or individual can function effectively and appropriately in diverse cultural interaction ‘and settings. It ensures an understanding, appreciation, and respect of cultural differences and similarities within, among and between groups. (p. 249S)

“Other-oriented”, gender identities, more inclusive practices that honor diversity of gender identities and other

Statement helps to level playing field and address idealogies of white supremacy

Cultural humility has a therapy connotation, may not make sense for what we need. Also - how did we arrive at this as a suggestion? Curious if there is other background that could inform intention

Humility feels weird for some of us, can have connotation of someone being in power,

we might consider another term like **cultural equity/cultural understanding**

**Cultural kindness** is another broad idea as alternative to “humility”

Also discussed how cultural humility aligns with terms like antiracist, more intention and direct language to avoid generalities/lack of clarity

*I hear positive ideas in the conversation that to me aren’t clear in the concept of “cultural humility.” Are we certain “cultural humility” is the apt phrase for what we want? Inclusion, openness to other perspectives, listening …*

*Respect for other cultures, cultural understanding*

*“Humility” has a shame/blame aspect. Sounds like a commandment.*

*Humility seems more respectful and directed to how we treat people, as opposed to competency.*

*I like cultural equity, cultural empathy also suggested, group feels that we should explore alternatives to “cultural humility” to see if we find more resonance with another approach*