

SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Cañada College • College of San Mateo • Skyline College

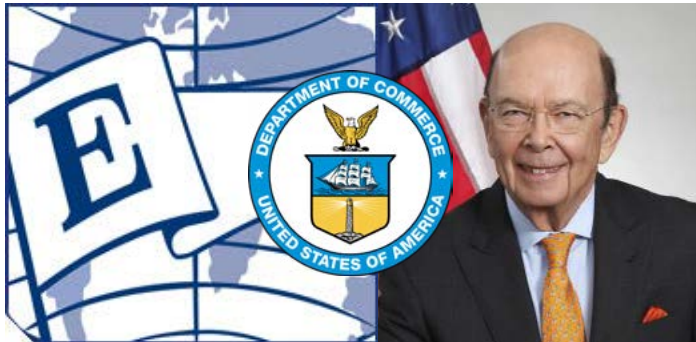
Combined Report of the District Chancellor and College Presidents



The San Mateo County Community College District's International Education program – San Mateo Colleges of Silicon Valley – has been awarded the U.S. government's highest honor for export success.

BOARD REPORT | NOVEMBER 18, 2020

San Mateo County Community College District International Education Program Honored with Prestigious National Award from U.S. Department of Commerce



U.S. Secretary of Commerce Wilbur Ross announced that the San Mateo County Community College District's International Education program – San Mateo Colleges of Silicon Valley – has been awarded the U.S. government's highest honor for export success. Secretary Ross conferred on the program The President's "E" Award, which was first established by President Kennedy in 1961, for contributions to American export growth. The SMCCCD program is the only educational institution among the 28 companies and businesses nationwide honored with this year's prestigious award.

"It is an honor to receive The President's "E" Award and be recognized for the tremendous work our team has done to grow and support our international educational program," said SMCCCD Chancellor Michael Claire. "We believe that engaging international students to come and study at our colleges enriches the culture, education and diversity of our campuses and our community. This award is further validation of that belief."

From 2015 to 2019, SMCCCD's International Education Program served more than 6,500 students from 135 countries. In recent months, due to the COVID-19 pandemic, the international program has pivoted its offerings to increase access for international students from the convenience of their home country. Through enhanced online classes, programs and support services, international students are able to enroll at the colleges of the SMCCCD – Cañada College, College of San

Mateo and Skyline College – through the District's Global Online Learning (GOL) initiative.

"We are thrilled that our Global Online Learning program has been recognized for its reach from Silicon Valley to parts across the globe, while emphasizing local connections and support for students," said Dr. Jing Luan, Provost for International Education and leader of the District's San Mateo Colleges of Silicon Valley. "As we diversify our delivery methods and bring our classrooms to students' homes across the world, we expect greater opportunities for learning and success for all students."

For more information on the international education program, visit smccd.edu/international.

Cañada College and Skyline College Vice Presidents Earn Top State Award



The Carter Doran Leadership Award is given annually to honor leaders in community college instruction.

California Community Colleges Chief Instructional Officers (CCCCIO) has bestowed its top award on two vice presidents from the San Mateo County Community College District. Dr. Tammy Robinson, Vice President of Instruction at Cañada College in Redwood City, and Dr. Jennifer Taylor-Mendoza, Vice President of Instruction at Skyline College in San Bruno, were honored with the statewide Carter Dolan Chief Instructional Officer Leadership Award at CCCCCIO's virtual conference last week.

BOARD REPORT | NOVEMBER 18, 2020

The award recognizes an active instructional administrator who exemplifies leadership by showing qualities that Carter Doran embodied in his role as teacher/dean at Mt. San Antonio and Vice President of Instruction at Santa Ana and College of the Canyons.

“Dr. Robinson and Dr. Taylor-Mendoza have exemplified courageous leadership and embody the spirit of the Carter Doran Leadership award,” said CCCIO President Dr. Jennifer Vega La Serna. “They have led with heart, demonstrated creativity, shown sustained commitment to addressing instructional challenges, and together have made a profound impact on their colleges and the entire California Community College System.”

Also honored with the award was Dr. Stacy Thompson, Vice President of Academic Services at Chabot College in Hayward. The three vice presidents worked together in 2020 to lead an examination of equity gaps and structural racism in the California community college system.

“Dr. Robinson and Dr. Taylor-Mendoza are truly exceptional leaders, with vision and strength that have not only facilitated transformation at Cañada College and Skyline College but have also sparked action across the state community college system,” said San Mateo County Community College District Chancellor Michael Claire. “I am so proud of them and their colleagues statewide for their swift action on behalf of our students.”

Dr. Robinson was cited for rallying her statewide chief instructional officer colleagues to action after the murder of George Floyd earlier this year. She helped to organize state instructional leaders’ Call to Action town halls, and she has been a strong voice for institutional change. She has spoken at a number of statewide events on campus climate, equity and workforce development.

Dr. Robinson, along with Dr. Thompson, created, planned, facilitated and presented at the inaugural African American Leadership Institute. She is past president of the Western Regional Council on Black American Affairs and currently serves as the organization’s Vice President of Development.

Dr. Taylor-Mendoza serves as the chief instructional officers’

representative to the State Chancellor’s Office Diversity, Equity, and Inclusion (DEI) implementation workgroup. She is also the chair of the newly created CCCIO DEI Steering Committee, bringing together seven chief instructional officers to serve as strategy leads.

Dr. Taylor-Mendoza is also a co-author of the book “Minding the Obligation Gap in Community Colleges: Theory and Practice in Achieving Educational Equity.” The book has been shared nationally and locally and has become a resource for colleges in addressing the equity gaps that have become even more evident during the current pandemic.



Digital Art & Animation Students Compete in 24-Hour Animation Contest



On October 3-4, 15 Cañada College Digital Art & Animation students (three teams of five students) participated in the 18th Annual 24-Hour Animation Contest, hosted by California State University, Long Beach. The students logged into a Zoom meeting at 3 p.m. on October 3 and received this year’s theme: COVID and “connection.” They then had 24 hours to brainstorm, develop, animate, color, edit, create, sound and upload their final 30-second film to YouTube. This year, more than 160 schools

BOARD REPORT | NOVEMBER 18, 2020

from all over the world participated and two of Cañada's teams placed in the top 100 films, besting teams from prestigious animation schools such as Academy of Art University and UCLA. This was Digital Art & Animation student's second year participating in the challenge and each team picked a creative name to use during the competition so that their school would not become a factor in judging. This is a voluntary activity and the Cañada students represented themselves incredibly well.



Cañada College alumna, Lea Fisher exclaims, "Even though this year was extra stressful with a power outage at my house and submitting our film with only ten minutes to spare, our team created something I'm super proud of. We all persevered and I am glad they convinced me to join in again on the chaos that is 24 Hours!" Cañada College Digital Art & Animation student, Brooke Muschott adds, "24 Hours was the ultimate crash course in animation. In a day, I got to learn about the entire animation pipeline, different roles in animation, and how to efficiently coordinate with a team. With only 24 hours to complete the entire project, there's no time for regrets. Moving so fast gave us the opportunity to see what we did well and what we would do differently next time without being bogged down by perfection." The students also expressed gratitude to Professors Paul Naas, Billy B, David Gainey and Dean Hyla Lacefield for supporting the teams over the 24 hours the students were working.

The film teams that created the captivating [\[REDACTED\]](#) includes: Ciarán Burke, Brooke Muschott, Sierra Sholes, Elizabeth Birdwell and Ivy Wooldridge. The film team that created the wonderful [DINGaLINGaLONGs](#) includes: Veronica Plante, Tabitha Liu, Heather Theroff, Lea Fisher and Damien Salablanca-Cervantes. The film team that created the fantastic

[Team Baby Mode](#) includes: Ryan Michelsen, Magnus Marshall, Angel Madueno, Lauren Campbell and Stanley Huang.

Cañada Hosts High School & Community Partners Forum



Second Annual High School & Community Partners Forum

18 views • Nov 10, 2020

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For the second year, Cañada College hosted an information event for high school counselors, teachers, administrators and community partners to network with Cañada counselors, faculty and staff and learn more about new initiatives happening at Cañada College. Due to the pandemic, the event was held virtually with more than 60 community members in attendance via Zoom.

The event, held on November 6, opened with Welcoming Remarks, including an update from President Moore on how the College is supporting students during COVID-19. Vice President Pérez shared how the College has adopted an anti-racist framework to provide a more inclusive learning environment as well as shared updates on Guided Pathways. Vice President Robinson detailed how the College is navigating online learning through our Virtual Campus and learning platforms and Vice President Mendoza updated the group on campus Facilities and access for Spring 2021.

There were a number of informative presentations from members of the campus community, including a presentation on the cost of attending Cañada and scholarship opportunities from the Financial Aid and Promise Scholars Program teams,

an overview of transfer programs, degrees and certificates including the debut of the College's Program Mapper. The event also included a Career Education Showcase where several faculty members spotlighted their programs, including: Paralegal/Business, Interior Design and Digital Arts & Animation. Many students attend Cañada College for its Adult Education Programs and staff from the College for Working Adults (CWA) and English as a Second Language (ESL) presented the educational opportunities available. The highlight of the event was the student panel where Cañada College students, from a variety of programs, shared how they have been personally impacted by COVID-19 and provided insight on the campus resources available to support students so they can continue to study.

Feedback from our high school and community partners was positive and they shared that they enjoyed hearing stories directly from the students and loved learning more about all the incredible opportunities that San Mateo County youth have at Cañada College. The Forum was recorded and can be viewed [here](#).

College of San Mateo

CSM Photography Students Receive Their COVID-19 Portfolio Books



Clara Coady, a CSM photography student shows off her new book of student photography.

CSM Photography Professor Richard Lohmann

Last spring, when face-to-face learning was replaced with virtual instruction, CSM's photography faculty and students were confronted with a daunting challenge. How would they complete a portfolio of 12 prints while working virtually without access to a darkroom or digital lab?

Photography Professor Richard Lohmann's solution was to replace the class assignments with a new assignment: shoot weekly photos that document the students' life during a pandemic. To replace the final portfolio, they used these images to create a 105-page, hardbound book titled *Living under Covid-19: A Visual Diary*.

Students used photography to document and describe their experiences coping with the sudden transition studying and working in a virtual world, social isolation, and an unknown future. At the end of the semester they collectively shot over 3,000 photographs.

In late October, each of Lohmann's photography students enthusiastically received their printed book. It was the

BOARD REPORT | NOVEMBER 18, 2020

culmination of a project that Lohmann never imagined before the arrival of the coronavirus. His adaptability allowed his students to explore new creative avenues with remarkable dedication. This book is their personal memento of this significant period in history.

Honors Project Students Published in Academic Journal



Congratulations to three Honors Project students, Shiloh Andersson, Hanna Francis and Kelsey Takaha, for having their work published in Think You?!, the academic journal of the Bay Honors Consortium.

But there's more. [This symposium](#) page displays all seven CSM Honors Project students—including the three above, with links to their

published pieces—accepted to present at the spring 2020 BHC Symposium, which would have been held at UC Berkeley.

Here are the seven students, followed by the discipline heading under which they are listed.

- Shiloh Andersson, Physics
- Hanna Francis, Legal Studies & Criminology
- Manraj Gill, Economics
- Paignton Howarth-Dunn, History
- Isabel Lainez, Ethnic Studies
- Makara Pen, STEM: Computational Sciences
- Kelsey Takaha, Sociology



Highlights from Skyline College's 3rd Annual UndocuWeek



From October 19-23, Skyline College held its 3rd annual UndocuWeek of Action, this time in a virtual setting. Without tasty snacks and therapy dogs – and with the stress of the November 3 election looming – there was a decidedly more serious tone to this year's events.

New Student Club Formed: F.I.R.E. Significantly, Skyline College students met and established a new club, FIRE – Fighting for Immigrant Rights & Equity – and elected their first president, Oliver Eliastinoco. He explained:

“More than a club, our goal is to establish real tangible resources for students at Skyline, especially as we’ve moved into a virtual environment, and to see to actively reaching and encouraging undocumented students. FIRE will be inclusive of allies, undocumented and immigrant students, working to highlight the true diversity of students on our campus living with an undocumented status – these include Asian, Filipinx, African and Middle Eastern students as well as Latinx. These are voices not traditionally spotlighted, however these stories must be told.”

BOARD REPORT | NOVEMBER 18, 2020

UndocuWeek Webinars – A Rich Source of Information. The California Community College (CCC) system and its partners sponsored daily webinars. Adjunct faculty member and Grove Scholars Counselor Trisha Tran shared her experience participating in a [webinar for counselors](#).

“Things really resonated. The talk provided a gentle reminder for counselors to be active advocates for Dreamers, to be “hope drivers.” The webinar explained that the language to use with students is that their top career choice may not be available now, however, so much may change by the time they’re ready to join the workforce, it may be possible then. The webinar concluded by asking counselors and allies to decide: what actions will you take to make a difference?”

If you weren’t able to participate, all webinar recordings are available [here](#).

Allies Came Together. At last year’s UndocuWeek, allies and students came together and built a “Wall of Support” in the Library that included personal immigration stories, students’ ICE protest posters and pictures of Skyline employees displaying “I am an unafraid educator” signs. This year, more than 25 employees posted their photo statements to create a virtual wall of support on the Dream Center’s Instagram page.

Change the Subject. If you missed the Library’s screening of Change the Subject, A Documentary about Labels, Libraries and Activism, featuring undocumented student activists at Dartmouth College, you can watch it [here](#). The film is also available for you to show in class as long as you request permission from the filmmakers ahead of time: changethesubjectdoc@gmail.com. Stay tuned for information about future screenings by FIRE as well as the Library.

Here’s What Allies Can Do. If you’d like to become a more involved ally for our undocumented community, here are some ideas.

Join us for the [Dream Center Task Force](#)’s next November meeting by emailing your interest to Jessica Silver-Sharp at silversharpj@smccd.edu.

Contact Dream Center Coordinator Pamela Ortiz Cerda at Ortizcerdap@smccd.edu to subscribe to the Dream Center Newsletter of upcoming events and resources.

Make a donation to the Skyline College [Dream Center Fund](#), an emergency fund just for Skyline College students and Dream Center programs.

Find an hour to watch the [webinar](#) that best pertains to your role on campus.

Support students with direct referrals to the FIRE Club, to [Personal Counseling](#), to Skyline’s free [Immigration Legal Clinic](#), and of course, to the [Dream Center](#).

Thank you for your continued support!

Article by Jessica Silver-Sharp

Equity Academy Brings together Community of Educators



On October 7-8th, the Equity Institute (EI) hosted the fifth equity academy, “Delivering Student-Ready STEM Education: Critical Competencies for Student Success.” This experience brought together teams representing 11 California Community Colleges including, Skyline College, College of San Mateo, West Valley College, College of Alameda, Laney College, Los

BOARD REPORT | NOVEMBER 18, 2020

Rios Community College District, Santa Ana College, Mt. San Antonio College, City College of San Francisco and Butte College. Each team represented a cross-section of STEM classified professionals, faculty members, and administrators who worked collaboratively through a sequence of four interactive sessions.

Chancellor Michael Claire and President Melissa Moreno welcomed participants and the experience commenced with opening keynote speaker, Sepehr Vakil, Ph.D., Assistant Professor of Learning Sciences at Northwestern University. Dr. Vakil's message addressed the ethical responsibility educators have to provide opportunities for students to learn and analyze the sociopolitical implications of science and technology. He also articulated the importance of cultivating students' moral, ethical, and political identities in ways that help them navigate and transform their worlds. The audience engaged through Q&A and were particularly inspired by the notion of sparking excitement and increasing success in STEM by connecting content/material to issues that impact student's lives and communities. Before releasing teams into their respective breakout sessions, Katrina Pantig presented the EI's T3 Framework and guiding principles of being Student-Ready, Equity-Minded, and Transformative.

The first full day consisted of the opening keynote, session one, Teaching the Student and the Content (Student Engagement), and session two, Transformative STEM Pedagogies. The following day, participants attended session three, Cultural Competencies for Student Success, a facilitated conversation with equity-minded STEM practitioner, Safiyyah Forbes, session four, Becoming a Transformative STEM Educator (Practical Application), and the closing keynote address. The sessions were led by Skyline College facilitators who engaged participants in activities and discussions anchored by an electronic comprehensive peer-reviewed guidebook. The guidebook also provides participants with supplementary activities, resources, and reference material to utilize for continuing this work at their respective institutions.

The program culminated with a powerful keynote address by Roni Ellington, Ph.D., Assistant Professor of Mathematics Education at Morgan State University. Dr. Ellington's research

includes analyzing the socio-cultural factors that impact student's success in math and STEM disciplines and developing Transformative Frameworks for STEM education applicable to all STEM disciplines. Her message focused on how educators can be agents of transformation and critical partners in developing students. She challenged the common notion that we need new strategies and shifted the focus to the deep work of critical self-reflection which is the on-going cyclical work necessary to embody our desired goals around equity and social justice.

Eugene Mahmoud, Physics and Engineering faculty at Mt. San Antonio shared, "The academy was a good opportunity to reflect with my colleagues on the work that we do with our student population and as educators. I left with a heightened awareness of how my students' context informs their ability to access course content, and how their learning experience must address their desire for higher education, career, and the social good."

Article by Katrina Pantig