

EMP Goals → Strategies

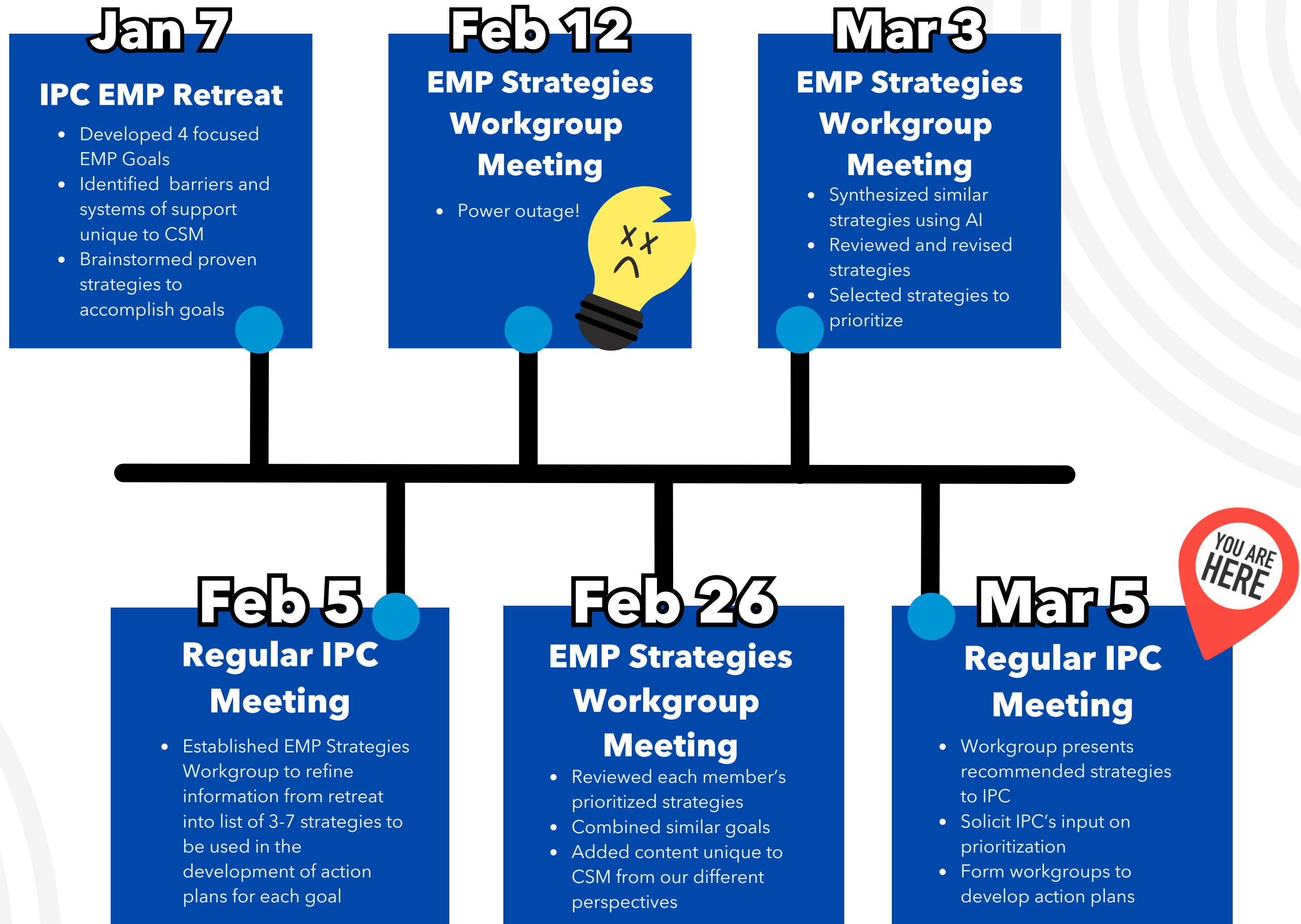
EMP Strategy Workgroup:

Anthony Pena Vasquez, *ASCSM President*
David Lau, *Interim Dean of Language Arts*
Paola Mora Paredes, *Multicultural Center PSC*
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Todd Windisch, *Academic Senate President*

College of San Mateo

ACADEMIC SENATE)
MARCH II, 2025

Process



Goal #1: Workgroup Priorities

Transformative Community Partnerships: Expand access to and opportunities with our community on and off campus that centers relationships and builds upon shared objectives for student success.

Create a comprehensive partnership strategy that establishes new and strengthens existing relationships with local organizations (e.g. San Mateo Pride Center, ALAS, and Upward Scholars), technology companies, and industry partners to secure financial support for students, leverage alumni networks for corporate sponsorships, and host collaborative events that support student success and strengthen workforce alignment while exposing students to career opportunities with particular emphasis on addressing the needs of marginalized student populations.

Establish a centralized communication hub that connects faculty, staff, and students with external organizations to better promote internal and external opportunities with a particular emphasis on intentional outreach to marginalized student and employee populations.

Develop an equity-driven dual enrollment strategy that collects student demographic data, actively solicits student and faculty input on course offerings, and partners with local schools to create comprehensive pathways, ensuring these programs intentionally advance educational equity goals.

Create a dedicated alumni network with regular engagement activities and mentorship opportunities, as well as feedback mechanisms about student experiences at College of San Mateo.

Goal #2: Workgroup Priorities

Accessible Student-Focused Support: Provide and communicate holistic and equity-minded support services informed by students for their success.

Bridge the gap between institutional designations and student needs, ensuring that the designations (HSI, AANAPISI, aspiring BSI) translate into tangible, student-centered change. Through direct engagement, resource development, and systemic advocacy, we aim to create a plan where hyper-marginalized students define what success looks like for them—centering their lived experiences, aspirations, and the systemic barriers they face including academic achievement, mental and emotional well-being, financial stability, and a strong sense of belonging.

Expand services and support for evening, remote, working and part-time students

Create a comprehensive, equity-driven, real-time feedback system for students and employees to solicit information about their needs and experiences and use data to drive improvements in service delivery and inform strategic resource allocation decisions.

Implement a comprehensive digital communication strategy that includes regular marketing campaigns to highlight campus resources and their locations, while updating the website to ensure accuracy, user-friendliness, and improved navigation, ultimately increasing student awareness and utilization of available services.

Implement a robust onboarding program for all new employees to ensure they are well-integrated and aware of institutional goals, and conduct regular training and workshops to keep faculty and staff informed about existing student services, current initiatives and gaps.

Goal #3: Workgroup Priorities

Equity & Anti-Racism: Advance and sustain a culture that fosters a sense of belonging, values critical consciousness and the interrogation of systems, and addresses barriers for advancing anti-racism, equity, accessibility, and inclusion.

Combat incidents of bias and microaggressions through the adoption of trainings, shared vocabulary, and guidelines/policies for students and employees.

Develop a comprehensive equity framework that fully realizes identity-based centers/departments on campus and creates sustainability plans for all departments serving hyper-marginalized populations (e.g. the Pride Center, UCC, MCC, learning communities, EOPS/CARE/CALWORKS/NextUp).

Evaluate the needs of first-year, first-generation, and exploring/non-affiliated students and develop a college-wide plan to address potential gaps in skills, orient students to college, set them up for success, and make the invisible of college visible (e.g., student workshops, faculty professional development, College 1 Institute, IDST 110)

Implement comprehensive, equity-aligned hiring practices that include targeted recruitment of and retention strategies for diverse faculty and staff, incorporate meaningful student engagement, and provide ongoing professional development opportunities (e.g. leadership training, mentorship, and career advancement pathways) to sustain a diverse workforce.

Develop a comprehensive assessment framework that reimagines how student experiences with equity, antiracism, and microaggressions are measured, embeds these principles into evaluation systems and onboarding rubrics, and implements clear metrics with data dashboards and regular student surveys to ensure accountability and drive actionable institutional improvements.

Goal #4: Workgroup Priorities

Teaching and Learning: Enhance teaching and learning excellence by fostering innovation, professional development, and anti-racist pedagogy that responds to students' needs for their success.

Develop a shared, sustainable pedagogical framework by institutionalizing existing programs (e.g. QOTL, RSI, REAL, Equitable Grading Lab, OER/ZTC, etc) while ensuring ongoing faculty/student input/feedback mechanism

Establish a comprehensive, college-wide assessment program (e.g. SLO/SAO, PLO, ILO) that meets accreditation standards and contributes to a campus culture of ongoing improvement.

Create a comprehensive adjunct faculty support system that includes structured mentorship programs, targeted professional development opportunities, and appropriate compensation to enhance their integration into the college community and participation in institutional activities.

Recognize and reward exceptional teaching and counseling (including innovation/adaptation in face of new initiatives) with awards, stipends, or additional resources.

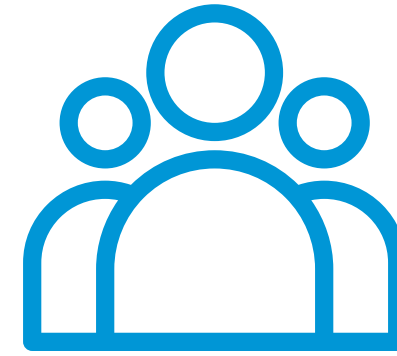
Foster a culture of expanded learning by creating cross-campus collaborations that extend education beyond the traditional classroom, centering community-based and culturally-responsive programming (e.g. Dia De Los Muertos celebrations and Black History Month events) that provide unique learning opportunities and develop students' critical consciousness.

Create a comprehensive technology plan for the update and maintenance of campus technology (e.g. laptops, labs, classroom technology) to ensure students and employees have access to and the skills required to use current tools and resources.

Next Steps

TODAY

Form EMP Action Plan
Workgroups to turn goals +
strategies into action plans



Membership:
1 chair, appointed by IPC
2-7 members selected by chair
(at least one faculty, staff, and
administrator)



EMP Action Plan Workgroups will
present their action plans at IPC
on April 23



Action plans will be approved at
IPC on May 7

