Recommendations from the President's Task Force on Race and Equity

Hartnell College

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Part 1

Introduction

In March 2020, California Community Colleges made a dramatic shift from the way in which they have traditionally offered education and support for students in response to the global health crisis of COVID-19. All classes, student services and business of the colleges moved online. In the midst of a global health pandemic, the nation also experienced a racial awakening in response to evidence of police brutality and the murders of George Floyd, Ahmaud Arbery, Breonna Taylor, and hundreds of other Black people. The racial awakening and social justice uprisings that followed resulted in various organizations developing statements of solidarity with the Black community and plans of action to support anti-racist practices. In June 2020, California Community Colleges Chancellor Eloy Oakley Ortiz issued the [Chancellor's Call to Action](). The California Community Colleges Chancellor's Office (CCCCO) Call to Action challenged colleges to investigate current structures, practices, and curriculum to identify and combat structural racism embedded within the system. There were six key areas of focus within the CCCCO Call to action:

1. A system wide review of training and curriculum for law enforcement officers and first responders

2. Campus leaders must host open dialogue and address campus climate

3. Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum

4. District Boards are asked to review and update Equity plans with urgency

5. Institutions are to shorten time frame for the full implementation of the Diversity, Equity, and Inclusion Integration Plan

6. All CCC constituents are encouraged to join and engage in the Vision Resource Center "Community Colleges for Change"

In response to the CCCCO Call to Action, a three-member team from Hartnell College devised a tool for the college to use to bring the various campus constituency groups together in a collective effort for action. Working under the direction of the Vice President of Student Services, the team included the Director of College Readiness, the Director of Equity Programs, and the Director of Student Academic Support. This tool, also referred to as the initial crosswalk document, was first shared with the college president. Subsequently, at the opening of school in August 2020, the tool was shared with the campus community during meetings of the Academic Senate, President's Cabinet, Student Affairs Leadership Team, Student Success and Equity Committee, Student Affairs Council, Academic Affairs Council, and the Associated Students of Hartnell College in hopes of unifying the campus in response to the Call to Action.

In October 2020, Hartnell College President Raúl Rodriguez issued the Hartnell College Framework for Racial Equity & Social Justice. A major component of this framework was the development of the Hartnell College President's Task Force on Race & Equity:

The Hartnell College President's Task Force on Race & Equity was formed to advise the Hartnell College Superintendent/President on issues pertaining to race, equity, diversity, and inclusion. The first priority of the task force will be to examine current conditions at the college and to coordinate, foster, and oversee projects, initiatives, and resources with the goal of attaining and improving equitable student access and success. It is hoped that the work of the task force will galvanize the college community to initiate tangible actions that move the college towards a culture of equity and success for all.

–Hartnell College Framework for Racial Equity & Social Justice

The Hartnell College Framework for Racial Equity & Social Justice was centered on eight foundational assumptions upon which the Task Force was able to interrogate and reach consensus to move the work forward. The foundational assumptions are:

1. Systemic inequities based on racial prejudice and other biases have persisted in this society since its inception.

2. The assignment of value based solely on skin color or on other physical or perceived characteristics has created disadvantages that are unfair and inequitable for African Americans, other persons of color, and other marginalized groups.

3. Racism is a learned behavior that is ingrained in many aspects of this society, its culture, and in the institutions that represent this nation.

4. Hartnell College is not immune to racism and although efforts have been made to eradicate racism, the effects of racism and other biases are still evident.

5. Just as racism is learned behavior, it can be unlearned or counteracted through proactive efforts to promote and adopt anti-racism practices and perspectives.

6. Antiracism is the intentional implementation of beliefs, laws, policies, procedures, curriculum, or other actions that identify and oppose personal and institutional racism.

7. Social justice is the concept of fair and equitable distribution of opportunities for education and employment, for social privileges, for political participation, and for economic resources.

8. Racial equity and social justice are worthwhile and beneficial goals for Hartnell College and the concepts of equity and social justice should be infused throughout the organization.

To support the Hartnell College Framework for Racial Equity & Social Justice, the President's Task Force was assembled to examine how best to approach the review of campus policies and practices in an effort to combat structural racism.

The charge of the Task Force included the following action steps:

- Undertake an equity index by surveying the college to determine the status of all Hartnell College equity efforts for the purpose of understanding where the college currently stands and for prioritizing specific action steps that need to be implemented.

- Review the Chancellor's Office Vision for Success and the Hartnell College Mission Statement.

- Review the Chancellor's Call to Action and the initial response that was developed by a group of Hartnell employees under the direction of Vice President of Student Services, Dr. Romero Jalomo.

- Organize and hold multiple campus forums, town halls, or teach-ins to understand and document the different experiences and viewpoints that exist among Hartnell College faculty, staff, and students.

- Catalogue all of the college committees or groups that are currently working on equity- related issues and create liaison relationships with these entities.

- Develop a timeline for the year (and possibly beyond) that has specific tasks and expected completion dates including the work of any sub-groups or action teams that are recommended to be formed to facilitate the work of the task force.

- Work with the college employees who have attended the USC Community College Alliance for Race & Equity convenings to coordinate the dissemination of information to the wider community.

- Develop a web page to disseminate information about the task force to the wider community.

To satisfy the charge of the Task Force, a list of individuals from diverse campus stakeholder groups was developed, drawing from multiple disciplines and constituencies. The Task Force was first convened by Jackie Cruz, Vice President of Advancement and Development.

The initial President's Task Force membership was named in October 2020 and the first meeting took place on November 6, 2020. The Task Force met regularly from December 2020 through April 2021 to complete recommendations to the president. Each Task Force meeting included review of group norms, sharing of institutional updates, updates from Task Force action groups, and time for the action groups to work on their recommendations. The final report, compiling all action group recommendations, was submitted to the task force on May 14, 2021. A small group was tasked with refining/consolidating recommendations where possible. The Task Force will re-convene in the Fall to begin College-wide conversations and input on the final recommendations. A final report to the President, Governance Councils and the Board of Trustees will be presented, once input from the college-wide conversations has been considered and integrated. The projected timeline for completion of that report is November 2021.

To keep the action groups small and manageable, the Task Force was kept to a minimal number of faculty, staff, and students from across the Hartnell College community. While the Task Force was small, participants represented a variety of stakeholder groups including:

- Academic Senate

- Student Support and Equity Committee

- Associated Students of Hartnell College

- Classified Staff

- Human Resources

- Administrators

Members were invited by Vice President Cruz to participate on the Task Force and included the following members:

Task Force Member	Title	Role and/or Stakeholder Representative
Bronwyn Moreno	Director of Student Affairs (Equity Programs)	Classified manager
Carla Gonzalez	Academic Support Specialist	Classified staff
Daniel Orta	Associated Students Hartnell College - Senator Evenings/Weekends/Online	Student
Erica Rowe	Analyst (Human Resources and EEO)	Classified staff
Guadalupe Rodriguez	Associated Students Hartnell College - Senator At-large	Student
Guy Hanna	Outcome and Assessment Specialist	Classified staff
Jackie Cruz	Vice President of Advancement and Development and ED for Hartnell College Foundation	Institutional Advancement, Foundation, President's Cabinet
Jay Singh	Director of Student Academic Support Systems	Classified manager
Laurencia Walker	Director of College Readiness	Classified manager
Lisa Storm	Instructor (Administration of Justice)	Full time instructor, former Academic Senate President
Luis xago Juarez	Instructor (Theatre Arts & Cinema and Ethnic Studies)	Part time instructor
Marnie Glazier	Instructor (Theater Arts & Cinema and Communication Studies)	Full time instructor
Moises Almendariz	Director of HSI Initiatives	Classified manager
Senorina Vazquez	Instructor (Mathematics)	Full time instructor

Shawn Pullum	Software Support Specialist	Classified staff

Process

The President's Task Force launched November 6, 2020. Career Ladders Project (CLP) was contracted by Hartnell College to support and help facilitate the initial work of the Task Force. During the Task Force launch event, Dr. Angélica Garcia, President of Berkeley City College and CLP consultant, provided context for the Task Force through a conversation on equity in education. This discussion highlighted the need for equitable policies and practices within California Community Colleges to improve outcomes for Black and Latino/a/x students. The launch also provided an opportunity for Task Force members to review the Hartnell College Framework for Racial Equity & Social Justice and its foundational assumptions to identify any needed changes.

The December 2020 Task Force meeting provided an opportunity to set community agreements within the group. Because the nature of the conversations was to unpack issues of systemic racism within the campus community, it was vital to create space to foster understanding of how the Task Force, as a community, would approach these conversations. The community agreements, or norms, that were developed during this meeting—and reviewed at each subsequent meeting—are as follows:

- Meetings will start and end on time

- We are most impactful when we hear from everyone

- Step up, Step back, & Invite in

- One mic

- Avoid interrupting others when they are speaking (aka the mute button is our friend)

- Interrogate ideas, not individuals, and focus on solutions

- We are all learners and we all have expertise

- Permission to dream out loud

- Stay anchored in the work

- Celebrate wins

- Respect the social, emotional, and lived experiences of all members

- Acknowledge and call in moments of harm and channel the energy to support the work— and make time to allow this to happen

The Task Force focused on reviewing three key frameworks to begin the approach to unpacking and eradicating racial inequities across the campus.

Framework/Charge	Origin	Timeline
CCCCO Call to Action	State - CA Community College Chancellor's Office	June 2020
Student Services Division Summer Ad Hoc Workgroup	Local - Employee Driven	Summer 2020
Hartnell College Framework for Racial Equity & Social Justice	Local - Campus Administration	August 2020

The Task Force combined these three frameworks into a Tri-Crosswalk to identify similarities across the frameworks and provide a starting place for the organization of the work to be done. The organization of the Tri-Crosswalk also provided an outline for the Task Force action groups. Task Force members were assigned to two action groups, based on preference and content area expertise. During the bi-monthly Task Force meetings, action groups met on a rotating schedule to discuss and offer recommendations for addressing the charge of the Task Force. Below is a table that lists the charges and members of each Task Force action group.

Action Groups	Action Group Charges
Curriculum Review ● Lisa Storm ● Senorina Vazquez ● Shawn Pullum ● Jackie Cruz	The Curriculum Review Action Group will conduct an audit of Hartnell College classroom climate, create an action plan to create inclusive classrooms and anti-racism curriculum, and participate in a system wide review of fire science, EMT, and law enforcement officer and first responder training and curriculum in order to develop recommendations to ensure law enforcement and first responder trainings are inclusive and anti-racist.
Courageous Conversations ● Carla Gonzalez ● Luis xago Juarez ● Marnie Glazier ● Guadalupe Rodriguez ● Daniel Orta ● David Orta	The Courageous Conversations Action Group is tasked with creating an action plan and recommendations on how to ensure culturally affirming spaces for students and foster dialogue to further understanding and anti-racist action.
Institutional Audits ● Laurencia Walker ● Erica Rowe	The Institutional Audits Action Group will undertake an equity index by surveying the college to determine the status of all Hartnell College equity efforts for the purpose of

● Guy Hanna ● Bronwyn Moreno ● Jay Singh ● Moises Almendariz	understanding where the college currently stands, and for prioritizing specific action steps that need to be implemented.
Student Equity Plan ● Jay Singh ● Carla Gonzalez ● Jackie Cruz ● Guy Hanna	The Student Equity Plan Action Group will develop a plan to expedite implementation of the current Equity Plan and recommendations to the Equity Plan development process taking into account the findings of the Student Equity Plan Review: A Focus on Racial Equity by the Center for Urban Education.
Professional Development ● Moises Almendariz ● Erica Rowe ● Lisa Storm ● Laurencia Walker ● Senorina Vazquez	The Professional Development Action Group, working with the Professional Development Committee, will develop a recommended plan for anti-racist professional development for Hartnell staff, faculty, administration and students.
Student Engagement ● Bronwyn Moreno ● Luis xago Juarez ● Shawn Pullum ● Marnie Glazier ● Guadalupe Rodriguez ● Daniel Orta ● David Orta	The Student Engagement Action Group will develop a recommended plan to engage students in the equity work of Hartnell College.

In addition to the six action groups listed above, representatives from the Task Force who also served on the Academic Senate and Student Success and Equity Committees at Hartnell College provided updates regarding data coordination and cross-campus initiatives that are supporting equity-advancing efforts.

Part 2

Recommendations Summary

Task Force members each participated in two or more action groups that corresponded to the areas of work in the CCCCO Call to Action and Hartnell College Framework for Racial Equity & Social Justice. Each action group refined their charge for clarity, collected data and evidence for the action areas to be addressed, and made recommendations that included a time frame, identified the Hartnell College committees or bodies who need to be involved in implementing the recommendations, and whether resources are needed. Each action group took a distinct approach to developing their recommendations. The range of different approaches is reflected in this report. The overarching recommendations are presented first, then the summary of the action group recommendations, followed by the full recommendations of each action group.

Overarching Recommendations

- ➢ **Recommendation 1.** Review and revise the primary guiding documents of Hartnell College, the Mission and Vision Statements, and the current strategic plan to be inclusive, anti-racist, and culturally affirming and sustaining.
  - o **Responsible Parties:** College Planning Council with the support of the President's Task Force
  - o **Proposed Implementation Timeline:** Fall 2021
  - o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

- ➢ **Recommendation 2.** Complete an annual review of student outcomes data and integrate the findings into all aspects of college planning including the budgeting and resource allocation process. Create a Data Response Team to determine what data and metrics are needed, to be revised annually and to take action based on the annual review, including the development of Board Policies and Administrative Procedures. Doing so would also ensure that all stakeholders have access to the proper tools and queries to access timely reports.
  - o **Responsible Parties:** Student Success Equity Committee, Program Planning and Assessment, Cabinet, College Planning Council, Data Response Team
  - o **Proposed Implementation Timeline:** Happening now – finalized Fall 2021
  - o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

➢ **Recommendation 3.** Create an inclusive, anti-racist, and culturally affirming and sustaining hiring process from job descriptions, equivalencies, training of hiring committees and recruitment of faculty and staff.

- o **Responsible Parties:** Cabinet, Academic Senate, with Human Resources as a lead, EEO/Diversity Committee, (may consider an outside consultant for support)

- o **Proposed Implementation Timeline:** Fall 2021

- o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

➢ **Recommendation 4.** Create an Equity Office (or restructure the current office of equity programs) and equity research position, with resources and support, to serve as a resource for all Hartnell faculty, staff, administration and students. This office will be responsible for fostering relationships and collaboration across the campus and community to implement inclusive, anti-racist, culturally affirming and sustaining policies and practices, as well as implementing Recommendations 1-3 listed above.

- o **Responsible Parties:** Program Planning and Assessment, President's Task Force, Cabinet, Academic Senate, Human Resources, Administrative Services, IRE office

- o **Proposed Implementation Timeline:** Begin Fall 2021 or Spring 2022 depending on Program Planning and Assessment cycle

- o **Resources Needed:** Funding for a position and programmatic support including equity research and data

Action Group Recommendations Summary

Curriculum Review Summary of Recommendations

The Curriculum Review Action Group addressed challenges to specific discipline areas, such as public safety training of which Hartnell is one of many colleges in a consortium, as well as curriculum overall across the college. The complete recommendations from this action group can be found in the Full Recommendations section of this document. Recommendations cover four areas:

- ● (Recommendations 5, 7) Review of current curriculum including implementation of the systemic use of the Equity Rubric for Student Success and identification of courses that meet Online Education Initiative, Peralta Equity Rubric and the Student Success & Equity Rubric, support ongoing work for the development of guidelines for equitable curriculum

- ● (Recommendation 6) Work with local law enforcement and first responder employers to promote continued coursework, certificates and degrees for existing and aspiring law enforcement and first responders, and engage the South Bay Regional Public Safety Training Consortium to review JAJ (Administration of Justice) and JFS (JPA Fire Science) curriculum

- (Recommendations 8, 9) Development of new curriculum including new Ethnic Studies courses and a new Ethnic Studies faculty position

- (Recommendations 10, 11) Support for faculty to review curriculum, create new curriculum and become trained in how to implement a cultural curricular audit

Institutional Audits Summary of Recommendations

The Institutional Audits Action Group provided recommendations for how to undertake a campus wide audit of institutional policies and practices, and documentation of efforts already underway. Three documents that have been completed and that can also serve as resources for implementation of recommendations include a list of all campus committees and groups working on issues of equity, a Hartnell College Institutional Self-Assessment for Equity, and a Tri-Crosswalk of the Chancellor's Call to Action, the Hartnell College Framework on Racial Equity and Social Justice and the tool developed over summer 2020 under the direction of the Vice President of Student Services. The complete recommendations from this action group can be found in the Full Recommendations section of this document. The recommendations can be summarized as looking for evidence of inclusive, anti-racist, and culturally affirming and sustaining practices or bias and disproportionate impact in the following areas:

- (Recommendations 12, 13) A review and audit of processes and program, student and service area outcomes

- (Recommendations 14, 15) A campus climate audit including a review of past campus climate surveys, evaluation of the systemic integration of future climate surveys, and review of student conduct hearing outcomes as it relates to the student code of conduct to identify patterns of bias

- (Recommendations 16, 17) A review of Hartnell College communications and contracts

- (Recommendations 18, 19) Catalogue all the college committees or groups currently working on equity-related issues, coordinate the Chancellor's Call to Action, the Hartnell Framework for Racial Equity and Social Justice and the initial response that was developed under the direction of Vice President of Student Services, Dr. Romero Jalomo

Student Equity Plan Summary of Recommendations

The Student Equity Plan Action Group was tasked with responding to the CCCCO specific call to review and implement, with haste, campus Student Equity Plans (SEP). The action group incorporated the use of findings from the Student Equity Plan Review: A Focus on Racial Equity by the Center for Urban Education (CUE) into their recommendations. The complete recommendations from this action group can be found in the Full Recommendations section of this document. Recommendations are summarized as:

- (Recommendation 20) Review current SEP utilizing the findings of CUE, and incorporating those findings into future SEPs, to be reviewed annually with annual updates to the board

- (Recommendations 21, 22) To better support African American, African Heritage and Black student success, create an advisory group and begin an inquiry process focused on success strategies, and provide institutional support for Umoja

Professional Development Summary of Recommendations

The Professional Development Action Group took inspiration from the unified approach to professional development at some other colleges, including Compton College. The action group made recommendations to support the Professional Development Committee in planning inclusive, anti-racist, and culturally affirming and sustaining professional development for Hartnell students, staff, faculty and administration. The complete recommendations from this action group can be found in the Full Recommendations section of this document. Recommendations can be summarized as:

- (Recommendation 23) Review and analyze the current process for approving professional development requests, whose requests are being approved and the kind of professional development that is approved

- (Recommendation 24) Create communities of practice as means to foster community and collegiality around anti-racist and equity efforts

- (Recommendation 25) Redesign professional development at Hartnell College around cohesive themes focused on equity, so that events, trainings and opportunities develop a common nomenclature and foster deeper understanding for the college as a whole

Courageous Conversations Summary of Recommendations

The Courageous Conversations Action Group created a four-stage framework to support moving the campus along the community engagement spectrum. This spectrum moves from informing, consulting, involving and finally to deferring to the community as a means for implementing institutional change. The framework document provides a narrative rationale for each of the stages and multiple approaches within each stage. The full text can be found in the Full Recommendations section of this document.

- (Recommendation 26) Adopt the four-stage community engagement framework to ensure culturally affirming spaces for students and foster dialogue to further understanding and anti-racist action

Student Engagement Summary of Recommendations

The Student Engagement Action Group developed a plan to provide support and create the capacity for students to take active leadership roles, ensure ongoing racial equity and social justice-focused conversations and actions within the larger campus community. The Student Engagement Action Group made recommendations for creating the foundation that will allow for realization of the Courageous Conversations Action Group recommendation, which is to embrace the community engagement spectrum. The complete recommendations from this action group can be found in the Full Recommendations section of this document.

- (Recommendations 27, 28, 29) Build the capacity of students to shape their college experience and opportunities through student-centered shared governance and college committees, a Cultural Diversity Festival, and an expansion of the Equity and Excellence Student Fellowship Program to create a district-wide racial equity and social justice focused student fellowship program and opportunities to create inclusive, community building activities and events.

- (Recommendations 30, 31) Create a Basic Needs Coordinator position, a student advisory group and a Basic Needs Center to assess and meet the food and housing needs of students.

Full Recommendations

Overarching Recommendations

- ➢ **Recommendation 1.** Review and revise the primary guiding documents of Hartnell College, the Mission and Vision Statements, and the current strategic plan to be inclusive, anti-racist, and culturally affirming and sustaining.

  - o **Responsible Parties:** College Planning Council with the support of the President's Task Force

  - o **Proposed Implementation Timeline:** Fall 2021

  - o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

- ➢ **Recommendation 2.** Complete an annual review of student outcomes data and integrate the findings into all aspects of college planning including the budgeting and resource allocation process. Create a Data Response Team to determine what data and metrics are needed, to be revised annually and to take action based on the annual review, including the development of Board Policies and Administrative Procedures. Doing so would also ensure that all stakeholders have access to the proper tools and queries to access timely reports.

  - o **Responsible Parties:** Student Success Equity Committee, Program Planning and Assessment, Cabinet, College Planning Council, Data Response Team

  - o **Proposed Implementation Timeline:** happening now – finalized Fall 2021

  - o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

- ➢ **Recommendation 3.** Create an inclusive, anti-racist, and culturally affirming and sustaining hiring process from job descriptions, equivalencies, training of hiring committees and recruitment of faculty and staff.

  - o **Responsible Parties:** Cabinet, Academic Senate, with Human Resources as a lead, EEO/Diversity Committee, (may consider an outside consultant for support)

  - o **Proposed Implementation Timeline:** Fall 2021

  - o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

- ➢ **Recommendation 4.** Create an Equity Office and administrative position, with resources and support, to serve as a resource for all Hartnell faculty, staff, administration and students. This office will be responsible for fostering relationships and collaboration across the campus and community to implement inclusive, anti-racist, culturally affirming and sustaining policies and practices, as well as implementing Recommendations 1-3 listed above

- o **Responsible Parties:** Program Planning and Assessment, President's Task Force, Cabinet, Academic Senate, Human Resources

- o **Proposed Implementation Timeline:** Fall 2021 or Spring 2022 depending on Program Planning and Assessment cycle

- o **Resources Needed:** Funding for a position and programmatic support

Curriculum Review Full Recommendations

Problem/challenge to be addressed: A system wide review of all first responder courses to address issues of antiracism, bias, and discrimination.

- ➢ **Recommendation 5.** Recommend curriculum committee prioritize the systemic use of the Equity Rubric for Student Success and the curriculum equity lens to review courses and programs with priority focus to address the Chancellor's office Call to Action recommendations (Emergency Medical Technology (EMT), ADJ102 - Arrest & Firearms, COR)

  - o **Responsible Parties:** Curriculum Committee

  - o **Proposed Implementation Timeline:** Fall 2022

  - o **Resources Needed:** Part of existing job duties, compensation for faculty for time worked outside of regular contract hours

- ➢ **Recommendation 6.** Promote college coursework, certificates and degrees for existing and aspiring law enforcement and first responders. Work with community public safety employers to encourage continuing education for police and emergency responders. Engage Hartnell CIO and CEO with peers in the South Bay Regional Public Safety Training Consortium to insist upon curriculum review of JAJ and JFS.

  - o **Responsible Parties:** Hartnell President/Superintendent, discipline faculty

  - o **Proposed Implementation Timeline:** Fall 2022

  - o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

Problem/challenge to be addressed: Identification of courses with equity advancing curriculum within the course catalog, schedule of classes and the student registration platform.

- ➢ **Recommendation 7.** Identify with a notation in the course catalog and schedule the number of courses that have aligned to the OEI, Peralta Equity Rubric and the Student Success & Equity Rubric.

  - o **Responsible Parties:** Online Education Initiative Committee, Student Success and Equity Committee, Faculty DE liaison, Information Technology

  - o **Proposed Implementation Timeline:** Spring 2021

- o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

➢ **Recommendation 8.** Support and recommend current curriculum committee work to develop guidelines for equitable curriculum in support of "Diversity of representation and culturally relevant content," as stated in the Call to Action.

- o **Responsible Parties:** Curriculum Committee

- o **Proposed Implementation Timeline:** in process

- o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours

➢ **Recommendation 9.** Support Ethnic Studies with sustainable funding for the development of new courses and a new faculty member so students may take advantage of the Area F requirement.

- o **Responsible Parties:** Program Planning and Assessment, President's Task Force

- o **Proposed Implementation Timeline:** Spring 2022

- o **Resources Needed:** Funding for new faculty position

Problem/challenge to be addressed: Support the curriculum committee and development of curriculum with an inclusive, anti-racist, and culturally affirming and sustaining lens.

➢ **Recommendation 10.** Working with the Professional Development Committee, allocate resources to provide professional development and training for curriculum committee members and faculty for course development.

- o **Responsible Parties:** Professional Development Committee, Curriculum Committee

- o **Proposed Implementation Timeline:** Summer 2021

- o **Resources Needed:** Funding for training

➢ **Recommendation 11.** Develop a Hartnell Cultural Curriculum Audit and provide training for a faculty cohort to audit coursework and develop culturally sustaining curriculum.

- o **Responsible Parties:** Curriculum Committee, Student Success and Equity Committee

- o **Proposed Implementation Timeline:** Currently in process

- o **Resources Needed:** Funding for training

    *In process – Hartnell faculty will be attending Long Beach City College Cultural Curricular Audit Workshop summer 2021

Institutional Audits Full Recommendations

Problem/challenge to be addressed: Campus wide review and revision of essential institutional practices to ensure anti-racist and equity advancing practices are engrained within the structures and systems at Hartnell College, especially those that impact student success and engagement and the curriculum review process.

➢ **Recommendation 12:** Coordinate efforts and establish a timeline for audit. Current work includes Academic Senate DEI survey, audit training, CCSSI and the Student Success and Equity Committee. Work may include train-the-trainer on classroom climate audits (see Curriculum Review Action Group Recommendations), cyclical administration of SENSE and/or CCSSE surveys, and California Community College Racial Equity Leadership Alliance Resources.

   o **Responsible Party/Parties:** Coordinate with Curriculum Action Group, Curriculum Committee, Student Success and Equity Committee, Institutional Research, California Community College Racial Equity Leadership Alliance Hartnell Members

   o **Proposed Implementation Timeline:** By end of Spring 2021

   o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

   *Process begun with the Hartnell College Institutional Self-Assessment for Equity

➢ **Recommendation 13:** Review Program Learning Outcomes (PLO) Student Learning Outcomes (SLO) to address equity and anti-racism. Disaggregate co-curricular program and Service Area Outcomes (SAO) participation by gender race and income.

   o **Responsible Party/Parties:** Outcomes and Assessment Committee, Accreditation Council and eLumen's professional service team.

   o **Proposed Implementation Timeline:** Fall 2021

   o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

➢ **Recommendation 14:** Review existing campus climate survey data. Each governance council (including ASHC) reviews, discusses, and establishes an action plan based on existing campus climate survey data. Update existing surveys based on the USC California Community College Racial Equity Leadership Alliance methodology and framework. Distribute in spring 2022. Host town hall meetings to present results to the campus community in Fall 2022. Kickoff at Fall Convocation 2022.

   o **Responsible Party/Parties:** California Community College Racial Equity Leadership Alliance participants Hartnell College Governance Councils, ASHC, Cabinet, Joint Deans/Directors, Academic Affairs Deans/Directors, Student Affairs Deans/Directors

   o **Proposed Implementation Timeline:** Fall 2021, distribute in Spring 2022, Town hall meetings in Fall 2022 with kickoff at Convocation 2022

- o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

- ➢ **Recommendation 15:** Review student code of conduct submissions for any trends to identify any disparate impact by race. Develop training for all students and for the hearing panel (AP 5520, Section 3).

    - o **Responsible Party/Parties:** Student Life, Student Affairs Leadership Team (SALT), Behavioral Intervention Team (BIT)

    - o **Proposed Implementation Timeline:** 2021-22 academic year

    - o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

- ➢ **Recommendation 16:** Review communication (community, potential applicants, potential students) marketing and representation inclusive of HR strategies for recruitment, hiring protocols, job announcements, etc.

    - o **Responsible Party/Parties:** Diversity & EEO Committee, Human Resources

    - o **Proposed Implementation Timeline:** 2021–22 academic year

    - o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

- ➢ **Recommendation 17:** Analyze existing contracts and services for inclusive, anti-racist, and culturally affirming and sustaining content. Begin collecting demographic information about contractors and service providers with Hartnell College.

    - o **Responsible Party/Parties:** Administrative Services, Cabinet, cabinet

    - o **Proposed Implementation Timeline:** 2021-22 academic year

    - o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

Problem/challenge to be addressed: Campus wide identification of anti-racist and equity advancing practices at Hartnell College across various stakeholders.

- ➢ **Recommendation 18:** Catalogue all the college committees or groups currently working on equity-related issues and create liaison relationship with these entities. After initial review of equity initiatives and committee responses, align work with current strategic plan to identify areas of excellence and opportunities, prioritize action steps already identified by current work.

    - o **Responsible Party/Parties:** President's Task Force

    - o **Proposed Implementation Timeline:** Initial list of committees and groups completed

    - o **Resources Needed:** None

*[Initial List Completed](#)

- ➢ **Recommendation 19:** Coordinate the Chancellor's Call to Action, the Hartnell Framework for Racial Equity and Social Justice and the initial response that was developed by the Student Success and Equity Committee

  - o **Responsible Party/Parties:** President's Task Force

  - o **Proposed Implementation Timeline:** Completed

  - o **Resources Needed:** None

    *Completed – results are the [Tri-Crosswalk](#)

Student Equity Plan Full Recommendations

- ➢ **Recommendation 20:** Review current Student Equity Plan (SEP), including a shortened time frame for implantation, utilizing the findings of the Student Equity Plan Review: A Focus on Racial Equity by the Center for Urban Education (CUE). Incorporate the findings of the CUE Review into a revised process for creating future SEP. Include yearly review of the SEP and annual updates to the board.

  - o **Responsible Parties:** Student Equity Plan Action Group, Cabinet, President's Task Force, CPC

  - o **Proposed Implementation Timeline:** Fall 2021

  - o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

- ➢ **Recommendation 21:** Create an Advisory Group to review data and make recommendations on strategies and practices that support African American, African Heritage and Black student success. Conduct inquiry with our African American, African Heritage and Black faculty, staff and administration.

  - o **Responsible Parties:** Hartnell President, College Planning Council

  - o **Proposed Implementation Timeline:** 2021-22 academic year

  - o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

- ➢ **Recommendation 22:** Institutionalize and sustain funding for Umoja program.

  - o **Responsible Parties:** Hartnell President, College Planning Council

  - o **Proposed Implementation Timeline:** TBD

  - o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

Professional Development Full Recommendations

➤ **Recommendation 23:** Review and analyze the Professional Development Committee processes for approving requests, whose requests are approved and for what kind of professional development, and committee composition. This review can help identify internal sources of knowledge regarding anti-racism and help the institution identify where gaps exist in inclusive, anti-racist, and culturally affirming and sustaining professional development.

- o **Responsible Parties:** Professional Development Committee with support of Professional Development Action Group

- o **Proposed Implementation Timeline:** Summer 2021

- o **Resources Needed:** Compensation for faculty and students and approval of managers for classified staff

  Some strategies include:

  - ▪ **Variety of PD opportunities** for students, classified, administration and faculty such as internally hosted conferences, workshops, discussions, retreats, courses designed with all stakeholders' input.

  - ▪ Join and engage in the **Vision Resource Center** "Community Colleges for Change."

  - ▪ **Equity Minded Courses:** Provide PD opportunities to support the work in revising courses with equity in mind and award multiple incentives for it such as right of assignment, funding, and time with follow up conversations. FUNDING: **Consider outside/external expert to help guide the college initially.**

  - ▪ Continue faculty participation in Escala Summer Institutes (culturally relevant teaching strategies)

  - ▪ O&A, Curriculum, and Student Success and Equity Committee are working together to offer a curriculum audit modeled after Long Beach Curriculum Audit. FUNDING: **Consider outside/external expert to help guide the college initially with training for trainers.**

➤ **Recommendation 24:** Communities of Practice: Anti-racism and equity efforts can be a means to build community and collegiality between students, classified, admin and faculty. Additionally, it can serve as a means to report out and/or a "feedback loop" for those who have attended workshops and training.

- o **Responsible Parties:** Professional Development Committee and Professional Development Action Group

- o **Proposed Implementation Timeline:** Planning for Summer 2021, implementation 2021-22 academic year

- o **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

Some strategies include:

- **Equity Discussions, Conversations, & Retreats:** Incentives for BLM retreats, conversations/Discussions titled "Race and …" and provide funding/time.

- **Student Equity Plan** should include a goal of quarterly Black Lives Matter data focused meetings (within division/unit meetings) to promote college wide conversations and place funding behind it).

- Work with the college employees who have attended the USC Community College Alliance for Race & Equity convenings to coordinate the dissemination of information to the wider community.

- **Themes:** Having an anti-racism theme (or specific anti-racist theme) throughout the year including at Convocation, Student Success Conference, and other campus-sponsored events such as the Educator-In-Residence can help develop shared understandings of what it means to be an anti-racist campus.

- **Book Club/"One Book"**- Identifying a text that contributes to creating a dialogue around anti-racism throughout the campus community that can lead to actionable/measurable improvements. Suggested texts include:

  - Minding the Obligation Gap

  - From Equity Talk to Equity Walk

  - So You Want to Talk about Race?

- **Recommendation 25:** Communication and promotion of PD for students, classified, admin and faculty: There is a need to better communicate and promote existing professional development opportunities that center on anti-racism and equity efforts including, but not limited to, OER class (12 hours flex credit), BLM canvas shell (12 hours flex credit). Similarly, there is an opportunity to prioritize anti-racist Professional Development and provide financial support for these as the majority of requests that are approved by the professional development committee.

  - **Responsible Parties:** Professional Development Committee and Professional Development Action Group

  - **Proposed Implementation Timeline:** planning for Summer 2021, implementation 2021-22 academic year

  - **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students

  Some strategies include:

  - **PD Calendar:** Establishing a calendar of workshops, communities of practice, etc. that center on anti-racism. This calendar will also demonstrate a proactive approach to supporting the development of anti-racist educators. The calendar

can also help identify gaps in the year that can be occupied with community of practice convenings among other anti-racism discussions.

- **Common Definitions:** To engage in discussions about equity, teams need to have a common language. We recommend establishing or adapting an already existing glossary of terms (CCCCO definitions or Foothill?) including, but not limited to, defining and <u>addressing</u> micro aggressions (and maybe macro aggressions), equity, equity mindedness, culturally responsive, social justice, anti-racist, etc…. While using themes of USC racial alliance as the baseline.

- Set expectations for deans and directors to join applicable communities including, but not limited to, Community Colleges for Change.
  - Regular report out

- Set expectations for students to join applicable communities including, but not limited to, Community Colleges for Change.
  - Regular report out

Courageous Conversations Full Recommendations

- ➢ **Recommendation 26:** Adopt the four-stage community engagement framework to ensure culturally affirming spaces for students and foster dialogue to further understanding and anti-racist action.

  - ○ **Responsible Parties:** President's Task Force members, student life, student leaders, community leaders, faculty, staff, student fellows

  - ○ **Proposed Implementation Timeline:** Spring 2021

  - ○ **Resources Needed:** Virtual and physical safe spaces; student stipends; Faculty Advisor Special Project Assignment; staff release time

Four-stage Framework for Community Engagement at Hartnell College

Purpose: The Courageous Conversations Action Group is tasked with creating an action plan and recommendations on how to ensure culturally affirming spaces for students and foster dialogue to further understanding and anti-racist action.

Objective: To Identify the Stepping Stones to Systemic Change so that systemic change can actually be implemented.

Collective expectation: To determine the map, timeline, benchmarks, protocols and spaces for the courageous conversations that will provide healing and perspective critical to the relationship HCC has to the region of the Salinas Valley and the Monterey Peninsula as a whole. To get to a

place where Hartnell College will be a space that will cultivate race and equity champions to continue the work in the fight for racial equity and social justice.

Process/Timeline: Using the spectrum of community engagement as our guide, we propose moving through the following steps. The Spectrum of Community Engagement was recently developed by Rosa Gonzalez of *Facilitating Power*, in collaboration with *Movement Strategy Center* and the *Building Healthy Communities Initiative*, in part drawing on content from a number of public participation tools, including Arnstein's *Ladder of Citizen Participation*, and the *Public Participation Spectrum* created by the *International Association for Public Participation*.

Conocimiento - Getting to know each other

Narrative: This first stage in this four-stage process involves recognizing that we have long been - as an institution - in the **ignore** & **inform** phases of the spectrum, unintentionally marginalizing and placating the populations we are intending to serve. The goal, therefore, in this first phase, is to move along the continuum from **ignore**, to **consult**, laying the groundwork for the next phase of truly understanding one another. Real change takes getting to know everyone and understanding what the problems are in order to actually address the problems; and it takes the whole student body - the whole community - to make effective change. In a virtual landscape this is even more challenging. Ultimately, in light of all of this, we need, in this first phase, to introduce what it means to have courageous conversations, and to do so through a variety of approaches.

➢ **Approach 1:** Town Hall/Open House event annually (possible date - the death of George Floyd) – INFORM

- o **Responsible Party/Parties:** Presidents' Task Force members, student life, student leaders, community leaders, faculty, staff

- o **Proposed Implementation Timeline:** May 25 - May 31, 2021

- o **Resources:** Virtual and physical safe spaces for dialogue

➢ **Approach 2:** Celebrating Cultural Diversity Festival - Prototype (virtual) - June; Actual Event (in-person) September/October - Connect with student identity groups, including but not limited to: Umoja, Alliance for Black Thought, MECHA, Pride Club, TAC Team, etc. and all student clubs, as well as campus groups like the Hub, and together identify areas where student identity groups can claim ownership on specific issues, ideas, lessons, components; to hold a panel with student groups and with community groups, including the groups that have come up in the community in the last year (2020) that hold these conversations: Agents Of Change 831, Monterey County Black and Brown Solidarity Coalition, Monterey County Protest, Monterey. County Black Caucus - CONSULT/INVOLVE - moving us into the next phase of understanding as well as bringing student engagement. This cultural diversity festival will create a cultural climate of respect for student and community engagement and understanding. This festival should become an annual event.

- o **Responsible Party/Parties:** Communication director, student government, student life, task force leaders, student leaders, community leaders, student clubs

- o **Proposed Implementation Timeline:** June-October 2021
- o **Resources:** Funding from student life, student government, Hub, diversity committee, etc.
- ➢ **Approach 3:** Community Forums and Focus Groups - CONSULTING with community leaders/community members.
  - o **Responsible Parties:** Student Leaders (identified and provided with paid fellowships via student engagement group), Mentors - Faculty, Staff, and Community Leaders (identified and provided with paid fellowships via student engagement group)
  - o **Timeline:** September 2021 - August 2022
  - o **Resources:** Funding needed

Entendimiento - Understanding each other

Narrative: This second stage involves moving along the continuum from **consult to involve**, bringing us to true understanding.

- ➢ **Approach 1:** Providing workshops and community forums
  - o **Responsible Party/Parties:** President's Task Force members, student life/clubs/ASHC, student leaders, community leaders, faculty, staff
  - o **Proposed Implementation Timeline:** September 2021 - May 2022
  - o **Resources:** Virtual and physical safe spaces for dialogue
- ➢ **Approach 2:** Polling
  - o **Responsible Party/Parties:** Faculty Mentors and student fellows/leaders (see above)
  - o **Proposed Implementation Timeline:** September 2021 - May 2022
  - o **Resources:** Funding needed

Movimiento - Moving forward together

Narrative: This third stage involves moving along the continuum from **involve to collaborate**, bringing us to moving forward together.

- ➢ **Approach 1:** Forming citizen advisory committees and delegated partnerships and moving toward consensus-building.
  - o **Responsible Party/Parties:** Presidents' Task Force members, student life, student leaders, community leaders, faculty, staff
  - o **Proposed Implementation Timeline:** January 2022 - December 2022

- o **Resources:** Funding needed
- ➢ **Approach 2:** Participatory Action Research - See [toolkit from Durham University](#)
    - o **Responsible Party/Parties:** Faculty Mentors and student fellows/leaders (see above)
    - o **Proposed Implementation Timeline:** September 2021 - May 2022
    - o **Resources:** Funding needed

Integración - Systemic implementation

Narrative: This fourth and final stage involves moving along the continuum from **collaborating to deferring to our community**, bringing us to moving actual systemic implementation. This means addressing inequities in our actual governance structure, in order to move towards a truly democratic and representative institutional model. In alignment with the Spectrum of Community Engagement, the goal is to "foster democratic participation and equity by placing full decision-making in the hands of the community."

- ➢ **Approach 1:** Community Organizing.
    - o **Responsible Party/Parties:** Faculty mentors & student fellows/leaders, Presidents' Task Force members, student life, student leaders, community leaders, faculty, staff
    - o **Proposed Implementation Timeline:** To begin in January 2022
    - o **Resources:** Funding needed
- ➢ **Approach 2:** Community-Driven Planning
    - o **Responsible Party/Parties:** Faculty mentors & student fellows/leaders, Presidents' Task Force members, student life, student leaders, community leaders, faculty, staff
    - o **Proposed Implementation Timeline:** To begin in January 2022
    - o **Resources:** Funding needed
- ➢ **Approach 3:** Open Planning Forums with citizen polling
    - o **Responsible Party/Parties:** Faculty mentors and student fellows/leaders (see above)
    - o **Proposed Implementation Timeline:** To begin in January 2022
    - o **Resources:** Funding needed
- ➢ **Approach 4:** Participatory Budgeting
    - o **Responsible Party/Parties:** Faculty mentors & student fellows/leaders, Presidents' Task Force members, student life, student leaders, community

leaders, faculty, staff, and college leadership/administration/board members

- o **Proposed Implementation Timeline:** To begin in January 2022
- o **Resources:** Funding needed

Student Engagement Full Recommendations

The Student Engagement Action Group recommendations create the foundation that will allow for realization of the Courageous Conversations Action Group recommendations: embracing the community engagement spectrum.

- ➢ **Recommendation 27: Cultural Diversity Festival/Summit**

  - o Context: At a time when understanding and celebration of life is most sorely needed, this event will provide a positive creative and cultural outlet to residents throughout the county, serving not only to bring understanding and caring to the Hartnell College community, but to the greater community of the Salinas Valley and the Monterey Peninsula as well.

  - o Goal: To promote anti-racism through campus forums to create a cultural climate of respect, and build a bigger general audience for students to engage in campus events. Bringing together artists and creators from various cultural backgrounds, the vision for the festival is to share visual and performing arts as well as culinary traditions, to promote positive dialogue and appreciation of different cultures and ethnicities. The desired outcome is to bring joy and create curiosity that will in turn increase respect and mutual understanding, and ultimately help break down the cycle of racial bias.

    - ▪ **Responsible Party/Parties:** ASHC student leaders (coordination); Hartnell administrators (resource allocation); Hartnell Arts Faculty, Salinas Valley Arts & Innovation Hub

    - ▪ **Primary Audience (who is this for):** Hartnell students, faculty, and staff, and the greater community

    - ▪ **Proposed Implementation Timeline:** Virtual pilot June 2021; Recommendation: annual event in fall of each academic year

    - ▪ **Resources:** Stipends for student organizers; Faculty SPA for faculty advisor/s; Honoraria for artist presenters; Supplies and materials, and use of campus facilities including custodial and security staff (if face to face)

- ➢ **Recommendation 28: Student Fellowships**

  - o Context: Student leadership opportunities in social justice, equity, and inclusion are extremely limited, and student identity groups advocating for these essential areas are often unheard and unsupported. Yet, in order to truly bring racial equity and social justice, we need to change the institutional structure that precludes student voices from being heard.

- Goal: Expanding the existing Equity and Excellence Fellowship Program to create a district-wide racial equity and social justice focused fellowship program will both provide professional development opportunities and basic needs support to students in social science and other social justice-oriented disciplines, including: Ethnic Studies, Social Justice Studies, Sociology, etc., and put students at the heart of decision-making in these important realms. The goal of the student fellowship program is to prepare students for meaningful engagement in college governance and leadership, and to empower them to act as champions of equity, as well as to provide income generation opportunities for students with barriers to academic advancement and employment.

    - **Responsible Party/Parties:** Advancement Council, Executive Cabinet

    - **Primary Audience (who is this for):** Hartnell students

    - **Proposed Implementation Timeline:** Program is currently piloted through the Office of Equity Programs. Recommended timeline: Fall 2021 Program development and recruitment; Spring 2022 implementation

    - **Resources:** Student Stipends; Faculty Advisor SPAs; Staff release time

- **Recommendation 29: Student Centered Inclusion in Shared Governance/Council Model**

    - Context: Equity driven decision making requires inclusion of the student voice in all governance and decision making models, yet students are largely unaware of how to participate in college governance and how to effectively advocate on behalf of their constituents.

    - Goal: In order to achieve equity driven decision making, the recommendation is to create a comprehensive model including formal preparation, training, and ongoing guidance to support students in learning about pertinent issues and processes, with the ultimate goal of increasing their capacity to engage and to contribute in meaningful ways to college governance councils and campus committees. The desired outcome is to strengthen the capacity of students from disproportionately impacted groups to participate in shared governance, through intentional preparation, training, and ongoing support.

        - **Responsible Party/Parties:** IPRE; College Planning Council; Executive Cabinet

        - **Primary Audience (who is this for):** Hartnell students

        - **Proposed Implementation Timeline:** Fall 2021 Program development and recruitment; Spring 2022 implementation

        - **Resources:** Faculty SPA or staff position to coordinate student engagement

- **Recommendation 30: Addressing Basic Needs** (focusing on structural recommendations)

    - Context: Economic pressure continues to be the leading factor impacting student success. Approximately 85% of Hartnell students are low income. Many of our students are working, single parents, students coming from the far reaches of the district, student veterans or undocumented students, and students whose families do not have access to resources and support. Low wage jobs and high housing costs have compounded these challenges resulting in barriers for disproportionately impacted

students. Basic needs are not currently being met for many of these students, and much more attention is needed to this issue. The student voice is critical in developing impactful strategies for addressing basic needs and ensuring that we align our efforts accordingly.

- o Goal: To create a Basic Needs Coordinator Position and a student advisory group to focus on basic needs, as well as to establish a Basic Needs Center on campus where students can gain access to and awareness of basic needs and services.

    - ▪ **Responsible Party/Parties:** The Basic Needs Task Force, College Planning Council; Executive Cabinet

    - ▪ **Primary Audience (who is this for):** Hartnell students

    - ▪ **Proposed Implementation Timeline:** This should enter into planning in the immediate future and be completed within a year. (Per recently passed AB775 Regulations, the Basic Needs Coordinator Position and Basic Needs Center should be established no later than July 1st, 2022)

    - ▪ **Resources:** Basic needs coordinator staff or faculty position; stipends for student members of the Advisory Group; Food assistance; housing assistance; rental assistance; direct aid to students in the form of emergency scholarships and grants. AB775 funding should be coming in to help with this (especially to hire the coordinator and open the center) and additional funding will likely be needed.

- ➢ **Recommendation 31: Providing Housing** (focusing on structural recommendations)

    - o Context: Housing costs in our area are some of the highest in the nation. Students often lack access to affordable housing close to school. Many community colleges have seen this need and addressed it through the provision of reasonable accommodations for students. Especially in a region where the rate of homelessness continues to increase, we need to address this very real need that our students are faced with. With 85% of Hartnell students being low income, this basic need for affordable, reliable housing is critical to student success.

    - o Goal: To create a framework whereupon Hartnell can move forward in the acquisition of student housing facilities in the very near future to address basic needs and address the real challenge students face in being able to afford to live in Salinas and attend school.

        - ▪ **Responsible Party/Parties:** The Basic Needs Task Force, Hartnell College Governing Board and Administration and The Hartnell College Foundation.

        - ▪ **Primary Audience (who is this for):** Hartnell students

        - ▪ **Proposed Implementation Timeline:** This should enter into planning in the immediate future and be completed within a year.

        - ▪ **Resources:** Access to land; Funding for construction or other development of housing units. Leveraging the property resources the college already has will help, and AB775 funding should be coming in to help with this (at least with some staffing) as well, though additional funding will likely be needed.

Appendices

- [CCCCO Call to Action](#)
- [Hartnell College Framework for Racial Equity & Social Justice](#)
- [Student Support and Equity Committee Response to CCCCO Call to Action](#)
- [Tri-Crosswalk](#)
- [Equity Rubric for Student Success](#)
- [Hartnell College Institutional Self-Assessment for Equity](#)