

		Theme	Recommendation	Responsible parties	Progress - 2023-2024
		Overall	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.	Hartnell College Council; Office of Institutional Equity, Effectiveness, and Success; Equity Assurance Council; HSI Committee	In progress. Strategic Plan draft goals (under review) include an equity lens. Mission/vision/values task force has been established and are using equity and anti-racism as the primary guiding principle.
			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.	Board of Trustees; Office of Institutional Equity, Effectiveness, and Success; Equity Assurance Council; Hartnell College Council; PPO&A Committee/Outcomes and Assessment Team, ATD Data Team/Advisory Research Group	In progress. Data team has been created as part of the ATD work. One goal of that team is to work with the EAC and SSEC to ensure that equity goals and efforts are data-informed. Data dashboards with filters for race/ethnicity, gender, age, and other characteristics have been developed, and the Data Team is becoming familiar with those dashboards. Members of the data team will ultimately be trained as equity data coaches - training to start in Fall 2024.
			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.	Office of Human Resources; Diversity and EEO Committee; Office of Institutional Equity, Effectiveness, and Success; Cabinet; Academic Senate	In progress. The college has completed its EEO plan and has begun implementation of the strategies. This includes review and revision of job descriptions, better quality EEO trainings, and more diverse recruitment strategies.
			Recommendation 4: Create a new high-level Institutional Equity position, under the direction of the Superintendent/President or a direct report to the Superintendent. We recommend that this position live under effectiveness and research, and we further recommend that Equity be added to the name of that division. We also recommend the necessary equity research position, with funding 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 above and supporting the work of the new equity council.	President's Task Force; Cabinet; Academic Senate; Human Resources; Administrative Services; PPA team; HSI Committee	Complete. AVP of Institutional Equity, Effectiveness, and Success was hired, and oversees Institutional Research, Institutional Planning, Equity and Guided Pathways, HSI Initiatives, Outcomes and Assessment, and Accreditation. Dean of Student Equity and Pathways was hired, and oversees Guided Pathways work and the student success specialists. Both the AVP and the Dean serve on the Equity Assurance Council and the Student Success and Equity Committee, and either one or the other serves on the HSI Advisory Committee, the Professional Development Committee, and the Cultural Identity Workgroup.
		Curriculum Review	Recommendation 5: Recommend curriculum committee prioritize the systemic use of the Equity-Minded Rubric for Teaching and Learning to review courses and programs with priority focus to address the Chancellor's Office Call to Action recommendations.	Curriculum committee; Culturally Responsive Teaching and Learning faculty	In progress. The Equity-Minded Rubric for Teaching and Learning was presented to all faculty at the Fall Rally. The Curriculum Committee is working on integrating the rubric into their curricular design process.
			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.	President/Superintendent; Vice President of Student Success and Teaching Excellence; South Bay Regional Public Safety Training Consortium Joint Powers Board representative; discipline faculty	In progress. An ADJ faculty received a grant to create ZTC using an equity-minded and culturally responsive approach. The college has been scaling back on the purchasing of FTES with the South Bay Public Safety Training Consortium. Curriculum review of JAJ and JFS has not happened.
			Recommendation 7: Identify with a notation in the course catalog and schedule the number of courses that have aligned to the CVC/OEI and to the Equity-Minded Rubric for Teaching and Learning. Identify courses that have adopted OER/ZTC.	Curriculum committee; Distance Education committee; Faculty DE liaison; VPSSTE	Not completed. The ZTC identifier is inconsistently applied, and isn't easy for students to find. There are no designators in our catalog or schedule that indicate alignment with the CVC/OEI or the Equity-Minded Rubric for Teaching and Learning.

			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.	Curriculum committee; Culturally Responsive Teaching and Learning faculty	In progress. The Curriculum Committee has developed tools and training materials (Toward an Equitable Curriculum) and adopted DEI guidelines for reviewing course content. The committee is in the process of creating these forms in Coursedog, and adding questions that align with the Equity Rubrics.
			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 new requirement.	PPA team; Academic Senate; VPSSTE; President/Superintendent	Completed. Two new Ethnic Studies faculty were hired in Spring 2023, and are working on transfer curriculum.
			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.	Professional Development Committee; Curriculum Committee	In progress. Conversations have begun regarding how to allocate resources for PD in a more equitable way.
			Recommendation 11: Develop a Hartnell Cultural Curriculum Audit and provide training for a faculty cohort to audit coursework and develop equity minded coursework.	Curriculum Committee; Student Success and Equity Committee; Outcomes and Assessment Team	In progress. A Cultural Curriculum Audit is being developed as part of the larger Culturally Responsive Pedagogy and Practices grant, which is a 2-year grant.
		Courageous Conversations			
		Institutional Audits	Recommendation 12: Coordinate efforts and establish a timeline for audits. Current work includes Academic Senate DEI survey, audit training, CCSSE, and the Student Success and Equity Committee. Work may include train-the-trainer on classroom climate audits, cyclical administration of SENSE and/or CCSSE, and California Community College Racial Equity Leadership Alliance Resources.	Office of Institutional Equity, Effectiveness, and Success	In progress. The Office of Institutional Research has established a regular cycle for campus climate surveys. The Academic Affairs Success Council and Student Affairs Success Council have been tasked with reviewing and revising BPs and APs using an equity audit tool recommended by the President. Cabinet members have been trained on using this equity audit tool and have been asked to review policies and procedures in their areas. The Culturally Responsive Curriculum Audit modules are being built and should be completed and offered by 2024-2025.
			Recommendation 13: Review Program Learning Outcomes and Student Learning Outcomes to address equity and anti-racism. Disaggregate Service Area Outcomes by gender, race, and income.	Outcomes and Assessment Team; Accreditation Committee	In progress. The Outcomes and Assessment Team conducted an equity assessment as part of the PPA in 2023-2024. Fields have been added into eLumen so SLO data can be disaggregated by race, gender, age, and income. SAOs are being incorporated into Nuventive and will also be disaggregated once it's completely implemented.
			Recommendation 14: Review existing campus climate survey data. Each governance council reviews, discusses, and establishes an action plan based on the data.	Office of Institutional Equity, Effectiveness, and Success	In progress. The college is conducting a comprehensive campus climate study and an institutional self-assessment. Results will be available in August 2024, and 2024-2025 will be our action planning year.
			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.	Office of Student Life, Student Affairs Leadership Team, Behavioral Intervention Team	In progress. A one-time review of student code of conduct data was conducted. The racial demographics of students referred for discipline reflect the overall student demographics. The Office of Institutional Research will work with the Office of Student Life to create a regular review timeline. Trainings still need to be developed.

			Recommendation 16: Review communication, marketing, and representation inclusive of HR strategies for recruitment, hiring protocols, job announcements, etc.	Office of Communications and Marketing, Office of Human Resources, Diversity and EEO Committee	In progress. The Office of Communications and Marketing has created more bilingual marketing materials, and has worked to ensure that representation in images is diverse. The office has also diversified our marketing strategies to include Spanish language radio ads and marketing to farmworkers. The Office of HSI Initiatives has created a Cultural Identity Workgroup to raise visibility of the college's HSI status and promote a culture of "servigness." The EEO/Diversity Committee has completed a new EEO plan that contains strategies for improving recruitment, hiring, and retention.
			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.	Office of Administrative Services; Cabinet	Not completed. We don't currently have demographic information about contractors and service providers for Hartnell College, and we don't have a process in place for selecting new contractors and service providers based on DEI criteria.
			Recommendation 18: Catalogue all the college committees or groups currently working on equity-related issues and create liaison relationships with these entities.	Office of Institutional Equity, Effectiveness, and Success; President's Task Force	Completed. A list of college committees/groups working on equity issues has been developed, and these groups have liaisons.
			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.	President's Task Force	In progress. The Equity Assurance Council adopted an equity framework concept to help us align our work. Once the design of the framework is finalized, we will use it to organize our work and conduct gap analyses.
		Student Equity Plan	Recommendation 20: Review current Student Equity Plan, including a shortened time frame for implementation, utilizing the findings from the CUE report. Incorporate the findings of the CUE review into a revised process for creating future SEPs. Include yearly review of the SEP and annual updates to the Board of Trustees.	Office of Institutional Equity, Effectiveness, and Success; Equity Assurance Council; Hartnell College Council; Cabinet	In progress. The SEP metrics need to be revised because they included JPA/JAJ students, which skews our student demographics. A suggestion might be for the college to conduct an annual review of disproportionate impact, so we can be more agile and proactive in addressing those impacts.
			Recommendation 21: Create an Advisory Group to review data and make recommendations that support African American, African Heritage and Black student success. Conduct inquiry with our African American, African Heritage, and Black faculty, staff, and administration.	ATD Data Team/Advisory Research Group	In progress. The Data Team has been created. The group is in the process of reviewing our student data, developing data governance and data integrity protocols, and working with ATD to develop an action plan. We still need to conduct research specifically focused on our Black/African American students and employees.
			Recommendation 22: Institutionalize and sustain funding for the Umoja program.	President/Superintendent; Office of Institutional Equity, Effectiveness, and Success; Office of Student Equity	Complete. The Umoja program receives funding from the Student Equity and Achievement fund.
		Professional Development	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.	Professional Development Committee	In progress. The PDC is considering options for reviewing and approving requests, and also identifying sources of available funding. The PDC is also discussing how to make the college community aware of PD opportunities focusing on equity and anti-racism. The institutional self-assessment that the college is conducting as part of our climate study may help us with identifying our knowledge strengths and gaps.
			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.	Professional Development Committee; Academic Senate	

			Recommendation 25: Communication and promotion of professional development 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. This is also an opportunity to prioritize anti-racist professional development and provide financial support for these as the majority of requests that are approved by the PDC.	Professional Development Committee	
		Courageous Conversations	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.	Office of Institutional Equity, Effectiveness, and Success; Office of Student Life; Hartnell College Council	In progress. The Pride Center opened in Fall 2023, and a Safe Zones training was held in April 2024. The college has also established a prayer and meditation room in the A building. The Student Life area and Steinbeck Hall have been used to host cultural events and activities relating to Dia de Los Muertos, Undocumented Week of Action, Black History Month, API Heritage Month, Native American Heritage Month, and others. These events were advertised to the community, and in some cases were sponsored or co-sponsored by community partners. The SSEC is discussing ways to train people to facilitate "courageous conversations" about race and equity, which we hope to launch in Fall 2024.
		Student Engagement	Recommendation 27: Cultural Diversity Festival/Summit 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.	ASHC student leaders; Hartnell administration; Hartnell Arts faculty; Salinas Valley Arts & Innovation Hub	In progress. Planning for a Cultural Diversity Festival is underway, and tentatively slated for Fall 2024.
			Recommendation 28: Student fellowships - create a district-wide racial equity and social justice focused fellowship program to provide PD 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 realms. The goal of the student fellowship program is to prepare students for meaningful engagement in college governance and leadership, and to empower them as champions of equity, as well as to provide income generation opportunities for students with barriers to academic advancement and employment.	Office of Advancement; Cabinet	Not completed. This is something we can prioritize for the 2024-2025 academic year, and based on results from the DEII Survey.
			Recommendation 29: Student-centered Inclusion in Shared Governance/Council Model. 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. 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.	IPRE; Hartnell College Council; Cabinet	In progress. Students have been appointed to Councils, but participation is spotty. It's unclear whether students are consistently receiving funding to participate in governance activities, and a stable source of funding hasn't been identified.
			Recommendation 30: Addressing Basic Needs. 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.	Office of Advancement; Cabinet; Hartnell College Council; Basic Needs Task Force	Completed. The college has hired a Director of Basic Needs and established an Office of Basic Needs/SOUL Center. The Mercado opened in April 2024.

		Recommendation 31: Providing Housing. Create a framework where Hartnell can move forward in the planning of partnerships and innovative strategies to address basic needs and address the real challenge students face in being able to live in Salinas and attend school.	Office of Advancement; Board of Trustees; Hartnell Administration; Basic Needs Task Force	In progress. The Director of Basic Needs has been developing relationships with community partners and identifying possible approaches to our housing issues.
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