

**Final Report: President's Task Force on Race, Equity, and
Social Justice
Hartnell College**

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**Office of Institutional Equity, Effectiveness, and Success
December 2025**

Introduction

In the wake of George Floyd's murder in 2020 and the urgent national call to confront systemic racism, Hartnell College responded by issuing the [Hartnell College Framework for Racial Equity & Social Justice](#), which called for the creation of the President's Task Force on Race, Equity, and Social Justice. This action aligned with the California Community Colleges Chancellor's Office's Call to Action and reflected a shared institutional commitment to interrogate our policies, practices, and culture to ensure a more just and equitable environment for all.

The task force brought together faculty, staff, students, and administrators to examine the college's role in perpetuating inequities and to recommend actionable steps toward transformation. The [recommendations](#) were organized across seven thematic areas: Overarching Recommendations, Curriculum Review, Institutional Audits, Student Equity Plan, Professional Development, Courageous Conversations, and Student Engagement.

Each theme included specific recommendations, responsible parties, and progress tracking across multiple years. The final recommendations were presented to the Board of Trustees on April 19, 2022, and implementation of the recommendations began in the 2022-2023 academic year, under the leadership of President Gutierrez. Beginning in the 2023-2024 academic year, the Equity Assurance Council tracked and reported on annual progress on each of the recommendations. This report summarizes the progress made from 2022 through 2025, identifies the impact of the work to date, and offers guidance for sustaining this momentum in the future.

Hartnell College Equity Statement and Equity Framework

On June 15, 2021, the Hartnell Community College District Board of Trustees approved [Resolution No. 21:4, Affirming Hartnell Community College District's Commitment to Diversity, Equity, and Inclusion](#). That resolution contains the following equity statement that reaffirms the district's commitment to student success and equity:

We commit to providing a student-centered design of the college experience to ensure that every student receives what they need in a tailored pathway to successfully achieve their varied educational, career, and personal goals.

We will promote an anti-racism and anti-sexism agenda. We will raise awareness of the historical context of inequity and promote evaluation as well as reform of policies and practices that produce structural inequity.

We pledge to work to correct other forms of systemic oppression against students based on

race/ethnicity, gender identity and expression, sexuality, national origin, citizenship status, class, socioeconomic status, ability, language, religion, age, physical appearance, intersections of these identities, and others not yet identified.

Using both the above equity statement and the 2020 Hartnell College Framework for Racial Equity and Social Justice, the Equity Assurance Council developed a visual Equity Framework to use as a guiding lens to help organize, evaluate, and advance our equity efforts with intention and coherence. Hartnell’s Equity Framework identifies three Core Factors (Policies & Structures, Practices, and Culture) that shape the visible systems and day-to-day experiences within the college. It also highlights Peripheral Factors (Relationships & Power, Context & History, and Mental Models) which, though less visible, profoundly influence decision-making, behavior, and institutional norms. By using this framework, the college can better identify root causes of inequity, ensure alignment across initiatives, and foster sustainable, systemic change that reaches beyond surface-level reforms.

The next section of this report outlines progress made on each recommendation, organized by thematic area and mapped to our Equity Framework.

Core Factors

Policy & Structures

Board Policies & Administrative Procedures

Governance and organizational structures and processes

Practice

Culturally responsive teaching & learning

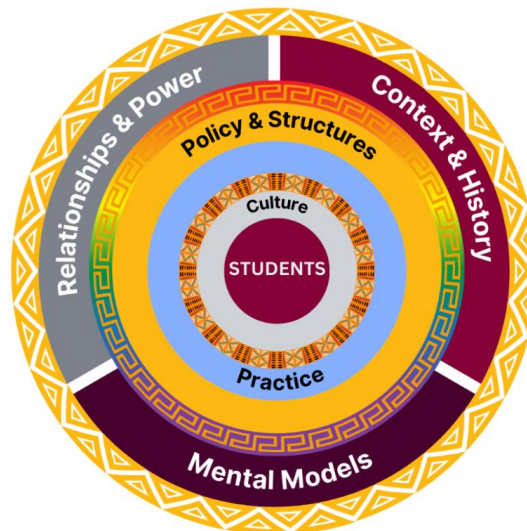
Equity-minded service

Operational practices

Culture

Organizational mission, vision, and values

Cultural reflection and validation



Peripheral Factors

Relationships & Power

Formal and informal relationships

Power dynamics

Organizational hierarchy

Context & History

Community history & context

College-specific history

Mental Models

Cultural humility

Equity-mindedness

Bias (implicit and explicit)

Growth vs. deficit mindsets

Theme 1: Overarching Recommendations

The overarching recommendations of the task force focused on foundational institutional change, including mission alignment, data transparency, inclusive practices, and the creation of an office with a Cabinet-level position and a dean role to lead equity efforts.

Notable Progress:

Recommendation 1: Mission, Vision, and Strategic Plan Alignment

The college completed a significant revision of its [mission, vision, and values](#) to better reflect equity as a guiding principle. This work informed the development of the [2025-2028 Strategic Plan](#), which explicitly centers equity, access, completion, and post-graduation success. The new mission, vision, and values are strongly rooted in equity, and the college's five strategic planning goals (with completion and post-graduation success as lagging indicators) are framed under the larger umbrella of equity.

Recommendation 2: Data Disaggregation and Use

The Office of Institutional Equity, Effectiveness, and Planning has taken the lead in [disaggregating student outcomes data](#) to identify equity gaps. Currently, data is disaggregated by a range of characteristics at the college, program, course, and section level. To build our data capacity, a cross-functional data team was created as part of our ONE Hartnell work, expanding our data governance and integrity, improving our data literacy, and using data effectively for decision-making. While ongoing, this work has increased visibility and accountability around equity metrics.

Recommendation 3: Inclusive, Anti-Racist Hiring and Practices

The college has completed its [EEO Plan](#) and made notable updates to Board Policies related to hiring, evaluation, and professional development. Training in equitable hiring practices is now required, and HR continues to collaborate with the Diversity and EEO Committee to embed anti-racist principles across hiring processes. As part of the EEO planning process, the college is required to evaluate the effectiveness of efforts and track impacts on employee diversification. Significant progress has been made, although continued improvements are still needed.

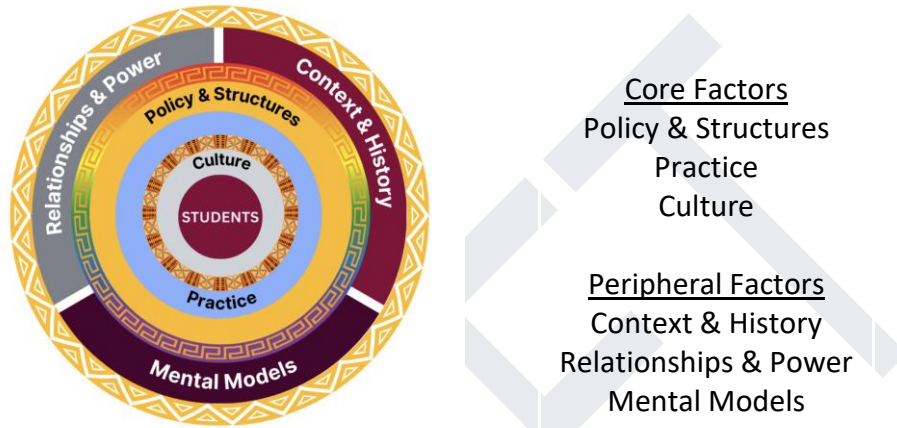
Recommendation 4: Creation of Equity-Focused Leadership Role

The [Office of Institutional Equity, Effectiveness, and Success](#), with two new administrative positions (the VP of Institutional Equity, Effectiveness, and Success, and the Dean of Student Equity and Pathways) were created and institutionalized, marking a milestone in embedding equity within the college's leadership structure. This role ensures coordination across equity-related efforts and provides a high-level voice in cabinet discussions. Revisions to the college's

governance structure resulted in the creation of the Equity Assurance Council, which grounds equity into our participatory decision-making processes.

Framework Alignment:

These overarching recommendations addressed multiple dimensions of Hartnell’s Equity Framework, including:



Status Summary:

Two of the four overarching recommendations are considered complete or in sustained progress, while two (Recommendations 2 and 3) are still in progress and will require continued effort to fully implement at scale.

Theme 2: Curriculum Review

The Curriculum Review recommendations focused on embedding equity and cultural responsiveness into the academic core of the institution. This theme emphasized both structural change in curriculum processes and the infusion of inclusive content into course offerings and instructional design.

Notable Progress:

Recommendation 5: Equity-Minded Curriculum Evaluation Tools

The Student Success and Equity Committee developed an [Equity-Minded Rubric for Teaching and Learning](#), which was presented to all faculty at the Fall 2023 Student Success Conference. The Curriculum Committee has begun discussions about incorporating this tool into the curriculum review process to ensure equity considerations are consistently applied. This work is ongoing, with faculty exploring how to use the rubric in ways that support meaningful course-level change.

Recommendation 6: Promotion of DEI-Aligned Coursework for Law Enforcement/First Responders

The college has reduced the number of FTES we purchase through the Consortium. ADJ continues to be a leading department in the use of ZTC, a major equity intervention supporting low-income students. The college has conducted training with the entire Public Safety department regarding procedures for responding to law enforcement and immigration officers who come to campus. Our Director of Public Safety also participated in our LGBTQ+ Safe Space training.

Recommendation 7: Identification of Zero Textbook Cost (ZTC) Courses

Use of ZTC/OER materials has increased over the last five years, in part with the support of a large statewide ZTC grant. Surveys are conducted annually to assess the benefits of ZTC courses for students, and also to identify issues or barriers to ZTC. Efforts to identify courses with Zero Textbook Cost have been partially implemented. While the [college website](#) contains detailed information about ZTC, and while some courses are designated as ZTC, the application of this identifier has been inconsistent across the schedule. As a result, this recommendation remains incomplete and will require collaboration between curriculum, instructional technology, and scheduling teams to fully implement.

Recommendations 8, 10, 11: Support for DEI-Aligned Curricular Change

The Curriculum Committee developed a webpage titled "[Toward an Equitable Curriculum](#)" that contains resources to support faculty to engage in curriculum redesign and utilize culturally

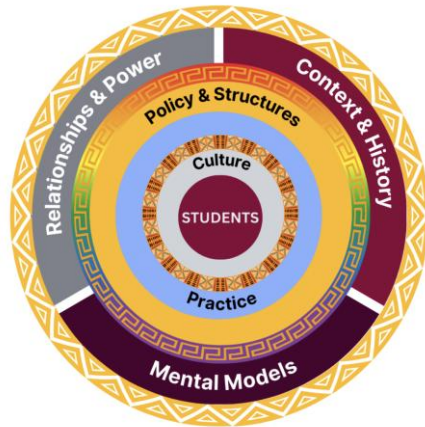
relevant pedagogical practices. This work is ongoing and has helped reinforce DEI as an institutional value within curriculum processes. The Culturally Responsive Pedagogy and Practices grant supported the development of three professional development courses for faculty, one of which focuses on equity-minded curriculum development and pedagogy. This course (called SERVE) is available to all faculty, and completing this course is now an option for faculty as part of their performance review process. The second of the three courses focuses on cultural humility, and is a more introspective approach to equity work. The third course is designed to help faculty who teach online adopt equity-minded and accessible practices in their courses.

Recommendation 9: Support for Ethnic Studies

In the last three years, the college has hired three full-time faculty in Ethnic Studies, and continues to support that department’s growth and development. The college has taken steps to promote coursework aligned with diversity, equity, inclusion, and ethnic studies. For example, an adjunct faculty member secured grant funding to support course development in these areas, and several courses have been revised or created to reflect a stronger DEI focus. This progress supports compliance with AB 1460 (CSU Ethnic Studies requirement) and reinforces the college’s commitment to inclusive curriculum. The Hartnell College Foundation has been a longtime supporter of the regional Ethnic Studies Conference, which convenes faculty, students, and community members.

Framework Alignment:

The Curriculum Review theme is primarily aligned with:



Core Factors
Policy & Structures
Practice

Peripheral Factors
Mental Models

Status Summary:

Most of the Curriculum Review recommendations are complete or in sustained progress. Recommendation 6 and Recommendation 7 are not yet fully implemented and remain priorities for future action.

Theme 3: Institutional Audits

The Institutional Audits theme focused on assessing the college's policies, procedures, and structures through an equity lens. The goal was to identify and address institutional barriers that contribute to inequitable outcomes for historically marginalized groups.

Notable Progress:

Recommendation 12: Equity Audit of Policies and Procedures

An Equity Audit tool was introduced by President Gutierrez to Cabinet and to our governance council tri-chairs, with a call to utilize the tool to engage in regular review of college policies and procedures. Several councils, including the Academic Affairs Success Council, the Office of Human Resources, the EEO/Diversity Committee, and the Equity Assurance Council, have utilized the tool and have engaged in an equity-minded review of BPs and APs. As part of our college-wide initiatives development process, the college has started using a tool called the [Racial Equity Impact Assessment](#), with the goal of utilizing this tool in a more systematic way. To ensure that these processes are regular, cyclical, and systematic, Institutional equity audits have been incorporated into our [PPA cycle](#) (this is a Year 4 activity).

Recommendation 13: Equity Analysis of SLO and PLO Data

The Outcomes and Assessment Team conducted an equity assessment as part of the PPA in 2023-2024. Fields were added into eLumen so SLO data can be disaggregated by race, gender, age, and income, although technical challenges have prevented us from loading and utilizing that data effectively. SAOs are being incorporated into Nuventive and will also be disaggregated once it's completely implemented. In progress. The college is in the process of moving away from eLumen and using Canvas for SLO assessment, which will allow us to more easily disaggregate SLO data by various demographic characteristics. We will also be able to create SLO data visualizations in Nuventive.

Recommendation 14: Campus Climate Survey

The Diversity, Equity, and Inclusion Institutionalization Survey was administered in the Spring of 2024, with [data analysis](#) and [communication of results](#) taking place in Fall 2024. The results of the survey have helped to inform student programming, professional development, and review of policies and procedures. The 2025-2028 Student Equity Plan will serve as the college's equity action plan, and the results of the DEII survey are informing the development of that plan.

Recommendation 15: Student Code of Conduct Submissions

A one-time review of student code of conduct data was conducted during the 2023-2024 academic year, with results indicating that the racial demographics of students referred for discipline reflect the overall student demographics. A regular review timeline still needs to be developed. Continued progress. Student conduct has shifted from the Office of Student Life and is now the responsibility of the VP of Student Affairs. The data within our Advocate reporting system is being cleaned up, and the Equity Assurance Council has been discussing adding bias incidents to the tool and creating a process to address them.

Recommendation 16: Equitable HR Strategies

Hartnell College completed its updated [Equal Employment Opportunity \(EEO\) Plan](#), which includes proactive measures to diversify the workforce and ensure equitable recruitment and retention. The EEO Plan has been approved by the Chancellor's Office and is now used to guide hiring practices and reporting. Implementation is ongoing, with annual evaluation of progress. Additionally, questions on diversity, equity, and inclusion (based on the dimensions of the college's Equity Rubrics) have been added to employee applications. The Office of Communications and Marketing has worked with HR to create job announcements and recruitment strategies that are culturally responsive and affirming, and that will attract a diverse applicant pool.

Recommendation 17: Contracts and Services

The college does not currently collect demographic information about contractors and service providers, and we don't have a process in place for selecting new contractors and service providers based on DEI criteria. In our current federal climate, this recommendation may need to be tabled. The college does have a process in place for prioritizing local businesses and vendors.

Recommendation 18: Alignment of Equity Work

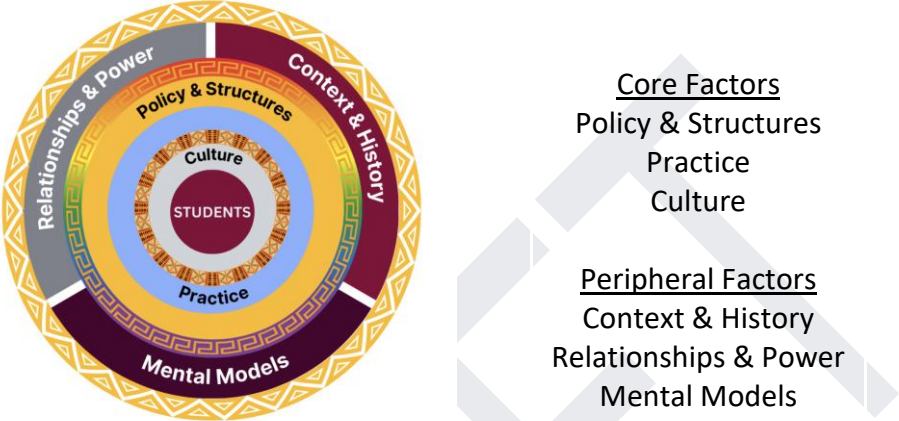
The college has established the coordination of equity efforts at the college as one of our goals in our [Achieving the Dream 3-year action plan](#). All equity councils, committees, task forces, and other groups have been identified, and the purpose and charge of these groups has been outlined and clearly delineated from one another. A liaison structure has also been established to ensure communication of our equity work across all of these groups.

Recommendation 19: Equity Framework and Call to Action.

As described in the introduction to this document, using both the above equity statement and the 2020 Hartnell College Framework for Racial Equity and Social Justice, the Equity Assurance

Council developed a visual Equity Framework to use as a guiding lens to help organize, evaluate, and advance our equity efforts with intention and coherence.

Framework Alignment:



Status Summary:

Most Institutional Audit recommendations are considered “in sustained progress or complete”, with formal structures now in place to support equity-focused evaluation and accountability. There is still progress needed regarding Recommendation 15.

Theme 4: Student Equity Plan

This theme focused on strengthening Hartnell College's Student Equity Plan to ensure that it not only complies with state requirements but also serves as a living, strategic document guiding equity work across the institution. The recommendations emphasized alignment with broader institutional goals and embedding student voice.

Notable Progress:

Recommendation 20: Integration with Strategic Planning

The Student Equity Plan (SEP) has been intentionally aligned with the College's 2025-2028 Strategic Plan. Equity metrics, such as transfer, completion, and attainment of a living wage, have been woven into institutional goals, and the SEP is now viewed as an extension of Hartnell's long-term strategic priorities rather than a stand-alone compliance document. The college's new Strategic Plan incorporates equity-related key performance indicators and sets clear institutional goals around student success and representation. In addition, a data infrastructure has been developed to monitor progress on these goals, and the Office of Institutional Equity, Effectiveness, and Planning plays a central role in ensuring accountability through regular reporting, including an annual report to the Board of Trustees.

Recommendation 21: Use of Disaggregated Data to Guide Interventions

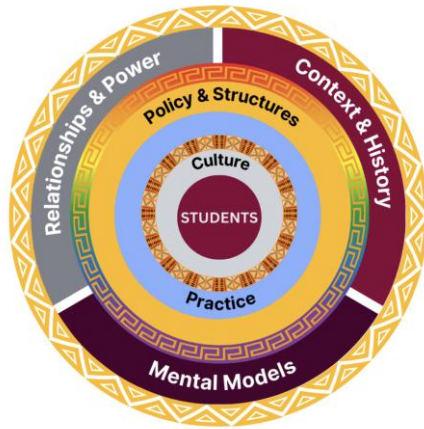
Equity gaps have been analyzed across student populations, including race/ethnicity, gender, and foster youth status. The Advisory Research Group has been rebranded and redesigned as the "Data Team," supporting the college's work around equity, success, completion, and post-graduation success through data coaching, data governance, and development of data literacy and awareness. In Spring 2025, the Data team led a Black Student Data Summit, which allowed participants to review data and engage in inquiry and discussions. Recommendations that emerged from this summit will be embedded in the Student Equity Plan.

Recommendation 22: Institutionalization of Umoja Program

The [Umoja program](#) is supported by the Student Equity and Achievement Program, which provides funding for counseling hours and support from the instructional faculty lead. Administrative and student support has been institutionalized, with the creation of a dedicated program specialist position to serve students in the Umoja program.

Framework Alignment:

The Student Equity Plan theme aligns with:



Core Factors
Policy & Structures
Practice

Peripheral Factors
Relationships & Power
Context & History

Status Summary:

All three recommendations in this theme are “in sustained progress”, with clear evidence of alignment, institutionalization, and accountability.

Theme 5: Professional Development

The Professional Development theme centered on building institutional capacity for equity and social justice through intentional, sustained learning opportunities for faculty, staff, and administrators. The recommendations emphasized creating an inclusive and strategic structure that empowers individuals to grow in their equity-minded practice.

Notable Progress:

Recommendation 23: Creation of a Professional Development Plan and Structure

As part of Hartnell's participation in the Achieving the Dream (ATD) network, the college developed a comprehensive [professional development \(PD\) plan](#). This plan outlines an organizational structure for a Professional Learning Center, as well as goals and key focus areas equity-centered PD. A cross-functional team developed this plan and solicited input using a collegewide PD survey, which identified faculty and staff interests in topics such as racial equity, inclusive teaching, and cultural humility. Phase 1 implementation of the plan will occur in the 2025-2026 academic year. Processes for reviewing, approving, and funding participation in conferences, workshops, and other professional development activities have not been developed yet, but are part of the Phase 1 implementation plan.

Recommendation 24: Equity-Minded Professional Development and Communities of Practice

Over the past five years, the college has increased its offerings of equity-related professional development activities. These include workshops on inclusive pedagogy, equity-focused flex day sessions, equity data summits, LGBTQ+ Safe Space training, "Know Your Rights" training to support undocumented students, and events honoring cultural recognition months, such as Asian-Pacific Islander Heritage Month. The New Faculty Academy includes sessions focusing on equity-minded teaching and learning, and the college has hosted large-scale events that are open to the community. A group of faculty, administrators, and classified staff are currently participating in a Community of Practice focused on transfer-level math outcomes, with support from the Community College Research Center. In addition, the college has created a process for forming Employee Resource Groups, which can potentially function as Communities of Practice as well as supportive networks.

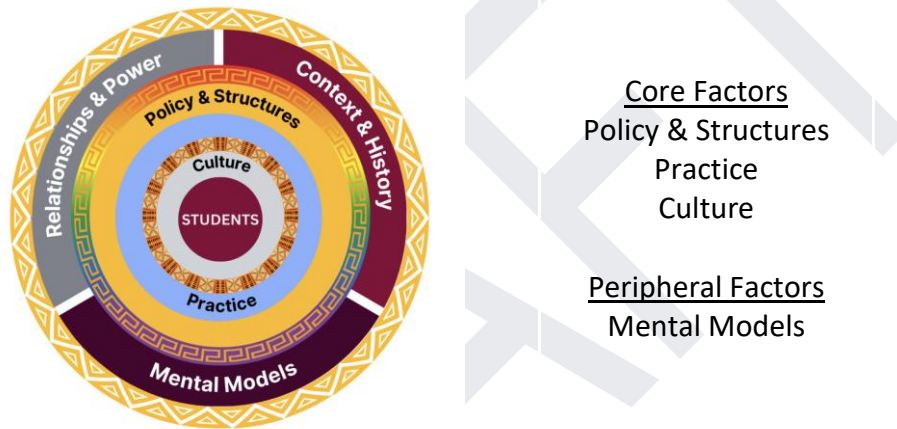
Recommendation 25: Communication of Professional Development Opportunities

Starting in the 2024-2025 academic year, a [list of equity-themed conferences](#) with cost projections was created to help inform decision-making around conference participation. Some conferences were publicized more widely to the college, with opportunities for people to apply to attend. However, our communication processes were uneven, and there is room for improvement. The Professional Learning Center proposal includes more formal

recommendations about how to communicate these opportunities. In the meantime, the college has increased the number of in-house professional development opportunities. Emerging leaders and mid-level managers have had opportunities to participate in leadership programs that include equity components. The Senior Leadership Team receives regular training on various equity topics, recently focusing on LGBTQ+ students, undocumented students, and students with disabilities. Specific trainings focused on serving undocumented students have been conducted with counseling faculty, the Admissions and Records team, Financial Aid, and our security employees.

Framework Alignment:

Professional Development aligns with:



Status Summary:

All three recommendations are “in progress”, with the implementation of the Professional Learning Center plan being the primary ongoing focus.

Theme 6: Courageous Conversations

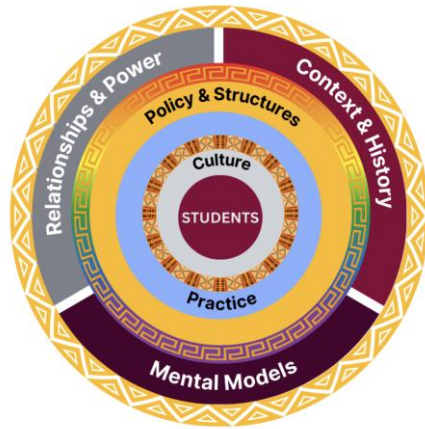
The Courageous Conversations theme emphasized the importance of structured, ongoing dialogue around race, identity, and equity across all levels of the institution. These recommendations sought to normalize difficult conversations and build a shared vocabulary for anti-racist and inclusive practice.

Notable Progress:

Recommendation 26: Culturally Affirming Spaces

Several culturally affirming spaces have been created or refreshed since the convening of the task force. The Pride Center opened in Fall 2023, and a Safe Zones training was held in April 2024. The Umoja program established a dedicated space in the N building in Fall 2024, with a robust programming series for students, employees, and community members. 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, Juneteenth, and others. These events were advertised to the community, and in some cases were sponsored or co-sponsored by community partners. The SSEC has discussed ways to train people to facilitate "courageous conversations" about race and equity, with the launching of the "Equity Hour" during the 2024-2025 academic year.. In addition to utilizing various spaces for cultural events, the Office of Communication and Marketing, the Office of Student Equity and Pathways, and the Office of Student Life created a calendar of cultural recognition months and a list of events and activities. The Office of Communications and Marketing created light post banners for these recognition months, including Women's History Month, Black History Month, Arab American Heritage Month, and others. The Equity Assurance Council and Hartnell College Council approved the sunsetting of BP 2360, "Permanent and Semi-Permanent Works of Art," and is discussing a revision of our art installation processes to encourage the development of culturally relevant public art.

Framework Alignment:



Core Factors
Policy & Structures
Practice

Peripheral Factors
Mental Models

Status Summary:

This recommendation is in progress, with ongoing efforts to scale and sustain the work. Art on campus is a particular area of interest and focus.

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Theme 7: Student Engagement

The Student Engagement theme emphasized the importance of partnering with students as co-creators in equity work. These recommendations aimed to build structures that uplift student voice, leadership, and activism, while fostering a stronger sense of belonging and agency for historically marginalized students.

Notable Progress:

Recommendation 27: Cultural Diversity Festival

The Student Success and Equity Committee partnered with the Associated Students of Hartnell College to host the inaugural “Spring Carnival,” a celebration of diverse cultures, in May 2025. Other cultural festivals and celebrations were held at the college throughout the year, including Dia de los Muertos, the Asian Pacific Festival, the Eid-Al-Fitr Celebration honoring Ramadan, and Juneteenth.

Recommendation 28: Creation of Equity-Centered Student Leadership Opportunities

The Associated Students of Hartnell College (ASHC) has taken an active role in promoting equity priorities across campus, including hosting various events during cultural recognition months. Our MILE and WELI programs continue to thrive, providing students with leadership skills using a cohort model and mentorship. Starting in Fall 2025, one of our Ethnic Studies faculty will use their course as an incubator for a Social Justice Academy, designed to grow students’ agentic and strategic leadership and advocacy skills.

Recommendation 29: Student Participation in Governance

As part of the college’s new governance structure, students are now represented on all governance councils, and our [Governance Handbook](#) stipulates that students shall be paid for their participation. These roles have provided students with formal opportunities to influence institutional policy and programming. However, participation in governance groups has been uneven, and further discussion regarding how to include students more sustainably is needed.

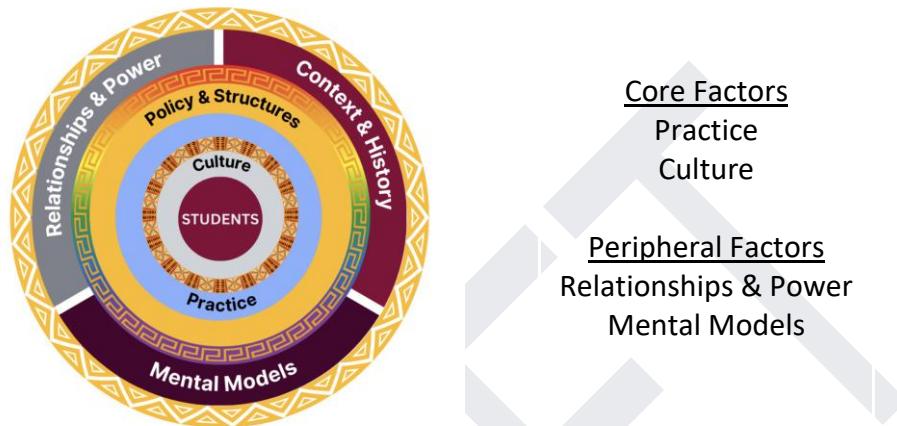
Recommendations 30 and 31: Basic Needs and Housing Support

The college has hired a Director of Basic Needs and established an [Office of Basic Needs/SOUL Center. El Mercado](#), a market with food and supplies for students in need, opened in April 2024. In addition to meeting food insecurity needs, the Office of Basic Needs provides child care referrals, internet hotspots, and information about health care and transportation. The Director of Basic Needs has been developing relationships with community partners and identifying possible approaches to our housing issues. Transitional housing has been made available to students through a partnership with Rancho Cielo. The Office of Basic Needs also provides

information about temporary and transitional housing, and in some circumstances provides vouchers for hotel stays.

Framework Alignment:

Student Engagement aligns strongly with:



Status Summary:

All recommendations are “in sustained progress”, with ongoing opportunities to expand student engagement and provide culturally responsive support services.

Lessons Learned

Over the past five years, several key insights have emerged:

- Sustained leadership matters. Equity work advanced most effectively when supported by visible, consistent, and cross-functional leadership, including senior administrators, faculty champions, classified staff, and student advocates. Additionally, the power of leading from the middle can't be underestimated. Over the last three years, the coalition of committed equity champions at the college has grown, and no longer rests on the shoulders of just a few people.
- Equity is both structural and cultural. Using the Equity Framework as a mapping tool, we see that almost all of the progress made on task force recommendations centered around Policy & Structures and Practice. Changes in policy and practice should, ideally, result in shifts in mindset and culture, although this may take time.
- Progress requires coordination. While some of the task force recommendations were addressed fairly quickly, others have taken more time, with many still in progress. Prioritizing alignment of equity efforts as one of our ATD Action Planning goals was instrumental in advancing progress and ensuring coordination. Many recommendations required collaboration across functional areas, and areas where the most progress was made involved high levels of cross-functional collaboration. Having a designated office that oversees institutional equity, along with governance structures supporting college-wide participation on these efforts, has made coordination efforts much more effective.
- Student voice enriches outcomes. When students are included early, meaningfully, and consistently in decision-making processes, their contributions improve the relevance, student-centered nature, and effectiveness of the work.
- One-time efforts are not enough. Equity-minded professional development is most effective when it is ongoing. Equity is not a one-and-done endeavor - it must be woven into the fabric of what we do.

Recommendations for Sustained Equity Work

In the years since the PTF on Race, Equity, and Social Justice was established, the national landscape has shifted, with escalated political attacks on DEI, the rollback of LGBTQ+ rights, and rising threats to undocumented communities. This updated set of recommendations integrates the original task force goals with new strategies to safeguard student communities, reinforce institutional values, and sustain long-term cultural change.

Theme 1: Institutional Commitment and Structural Equity

1. Revise and Reaffirm Hartnell's Institutional Equity Statement

Update the college's equity statement to explicitly reflect current risks to LGBTQ+, undocumented, Black, and disabled students. Incorporate it into all major planning documents and use it visibly across campus platforms.

2. Continue to Sustain Equity Leadership Capacity

Sustain leadership capacity to coordinate cross-college equity efforts, evaluate impact, and respond to emerging challenges.

3. Engage in Regular Equity Audits and Update Institutional Policies and Procedures

Continue reviewing hiring, evaluation, conduct, and curriculum policies to ensure alignment with anti-racist, anti-ableist, and inclusive principles, and to bring equitable impacts to scale.

Theme 2: Curriculum and Instructional Practice

4. Institutionalize an Equity-Minded Curriculum Review Process

Institutionalize and scale the use of the Equity-Minded Rubric for Teaching and Learning in the curriculum approval cycle, with support for faculty engagement.

5. Expand and Ensure Visibility of Zero Textbook Cost (ZTC) Courses

Fully implement and regularly update the ZTC course identifier to remove cost barriers and promote instructional equity. Increase the number of fully ZTC degree and certificate pathways.

Theme 3: Professional Learning and Capacity-Building

6. Create Targeted DEI Professional Development Pathways

Launch long-term training tracks focused on specific groups, including Black/African American students, LGBTQ+ students, male students, and students with disabilities.

7. Embed Equity Learning in Governance and Leadership

Require equity learning modules for managers, committee chairs, and new hires to grow inclusive leadership at the college.

8. Recognize and Reward Equity Practice

Build equity criteria into performance evaluations, tenure review, and professional recognition.

Theme 4: Culture of Dialogue and Reflection

9. Sustain Courageous Conversations and Equity Dialogue Series

Continue offering structured spaces for staff, students, and faculty to reflect on race, privilege, and systemic oppression, adapting topics to reflect current issues (e.g., book bans, anti-DEI laws, disability access).

10. Build Facilitation Capacity Across Campus

Train internal facilitators in trauma-informed, equity-centered dialogue techniques to ensure cultural safety, sustainability, and accountability.

Theme 5: Student Equity Planning and Data Use

11. Review Disaggregated Data at the Individual, Program, and College Level

Maintain use of disaggregated data in Strategic Plan monitoring, program review, and individual professional development.

12. Use the Student Equity Plan as a Strategic Tool

Ensure the SEP remains aligned with institutional priorities and reflects current equity gaps, including for LGBTQ+, male, and disabled students.

Theme 6: Student Engagement and Belonging

13. Establish a Campus Equity Steering Group

Convene meetings at least once a semester with student clubs focused on equity, employee affinity groups, governance groups (such as the Equity Assurance Council, Student Success and Equity Committee, and the EEO/Diversity Committee), and committee representatives to align priorities, share updates, and co-create solutions.

Conclusion

The formation of the President's Task Force on Race, Equity, and Social Justice marked a turning point in Hartnell College's institutional journey, a moment when we responded to a national call for racial reckoning with introspection, dialogue, and action. Over the past three years, we have taken meaningful steps to embed equity into our structures, practices, and culture. We have learned that this work is not linear, and that true transformation requires persistence, humility, and courage.

As this phase of the task force concludes, the responsibility to carry this work forward now belongs to all of us, in our classrooms, committees, departments, and daily interactions with students and one another. Equity is not a one-time initiative; it is a sustained practice of care, accountability, and commitment.

However, the work is not done, and we should not rest on our laurels. In fact, this is a time for us to double down on our equity efforts and resist the national anti-DEI rhetoric. Our mission, to advance social and economic justice through the transformative power of education, remains our North Star, and serves as a call to remain steadfast in building an institution where every student, and every member of our community, is seen, supported, and empowered.

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