

		Theme	Recommendation	Responsible parties	Progress
		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	
			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	
			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	
			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	
		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	
			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	
			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	

			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	
			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	
			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	
			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	
		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	
			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	
			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	
			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	
			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	
			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	
			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	
			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	

		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	
			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	
			Recommendation 22: Institutionalize and sustain funding for the Umoja program.	President/Superintendent; Office of Institutional Equity, Effectiveness, and Success; Office of Student Equity	
		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	
			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	
		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	

			<p>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.</p>	Office of Advancement; Cabinet	
			<p>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.</p>	IPRE; Hartnell College Council; Cabinet	
			<p>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.</p>	Office of Advancement; Cabinet; Hartnell College Council; Basic Needs Task Force	
			<p>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.</p>	Office of Advancement; Board of Trustees; Hartnell Administration; Basic Needs Task Force	