



HARTNELL COLLEGE

**President’s Task Force on Race and Equity
Recommendations & Progress**

<u>Recommendations</u>	<u>Progress</u>
<p>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.</p> <ul style="list-style-type: none"> ● Responsible Parties: College Planning Council or the equivalent highest level of shared governance council with the support (as needed) of the President’s Task Force, the newly proposed Equity Council and the HSI committee ● Proposed Implementation Timeline: Fall/Spring 2022/2023 ● Revised Timeline: 2024/2025 (complete a review) ● 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 	<p>The Mission Statement has been modified to include four-year Degrees. Lisa Storm argued in several forums that it should also be modified to include equity, but that did not happen. Research shows that 66% of CCCs have equity in their Mission Statement.</p> <p>The College has plans to do a strategic plan refresh. This is a great opportunity for the equity council to provide input on the mission, vision and values.</p>
<p>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</p>	<p>Dr. Hanna- We need a consistent and accessible stream of information for faculty and staff.</p> <p>We need the data to be disaggregated specifically, to address SLO’s for students in order to make data driven decisions.</p>

<p>Procedures. Doing so would also ensure that all stakeholders have access to the proper tools and queries to access timely reports</p> <ul style="list-style-type: none"> ● Responsible Parties: Board of Trustees, Student Success and Equity Committee, Program Planning Outcomes and Assessment Committee, Academic Senate, Cabinet, College Planning Council, Data Response Team, Outcome and Assessment Team, President’s Task Force ● Proposed Implementation Timeline: Happening now – finalize Fall 2022/Spring 2023 ● Revised Timeline: Fall 2023/Fall 2024 ● 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 	<p>As part of ATD we will have a data ambassador team. How do we create a process that influences board policies and administrative procedures? Also, who will look into an equity minded allocation request tool/process? - Nina</p> <p>Gayle- The data response team recommendation needs to be flushed out with the research advisory group.</p> <p>This recommendation seems to be more action oriented.</p>
<p>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.</p> <ul style="list-style-type: none"> ● Responsible Parties: Cabinet, Academic Senate, with Human Resources as a lead, EEO/Diversity Committee (may consider an outside consultant for support) ● Proposed Implementation Timeline: Spring 2023 ● 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 	<p>Human Resources and the Diversity Committee are working on revamping hiring practices.</p> <p>Human Resources developed a new orientation process.</p> <p>Human Resources is including the equity statement in all job descriptions.</p> <p>Equivalencies: I wonder if we can propose a discussion about why our minimum quals are higher than the recommended for some positions. - Nina</p> <p>Training of hiring committees: (Details and decisions pending)</p> <p>Recruitment of Faculty and Staff:</p>

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 listed above and supporting the work of the new equity council.

- **Responsible Parties:** Program Planning and Assessment Team, President's Task Force, Cabinet, Academic Senate, Human Resources, Administrative Services, IRE office, Superintendent/President's Office, HSI Committee
- **Proposed Implementation Timeline:** Fall 2022/Spring 2023 depending on Program Planning and Assessment cycle
- **Resources Needed:** Funding for a position and programmatic support to fund equity research and data, and facilitated campus dialogues with students, faculty and staff

An Associate Vice President of Institutional Equity has been hired, along with a Dean of Institutional Equity. Furthermore, the Office of Institutional Research has become the office of Equity, Institutional Research and Effectiveness.

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)

SSEC is now preparing to develop a plan to expand from awareness of the rubric to application circles for both services areas and teaching. In addition, we have begun discussions about an equity rubric for management. Finally, we have 3 new positions that have just started as SPA this

<ul style="list-style-type: none"> ● Responsible Parties: Curriculum Committee ● Proposed Implementation Timeline: Fall 2022- Fall 2023 ● Resources Needed: Part of existing job duties, compensation for faculty for time worked outside of regular contract hours 	<p><i>semester to develop Cultural Humility, Cultural Curriculum Audit, and DE applications. - Nina</i></p>
<p>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.</p> <ul style="list-style-type: none"> ● Responsible Parties: Hartnell President/Superintendent, discipline faculty ● Proposed Implementation Timeline: Fall 2023 ● 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 	<p>Community public safety employers are urged to encourage continuing education for police and sheriff and corrections officers during Administration of Justice Advisory committee meetings. There has been no engagement with peers in the South Bay Regional Public Safety Training Consortium. There have been no substantive changes to JAJ and JFS programs.</p>
<p>Recommendation 7. Identify with a notation in the course catalog and schedule the number of courses that have aligned to the Online Education Initiative, Peralta Equity Rubric and the Student Success & Equity Rubric. Identify courses that have adopted the Open Educational Resources/Zero Cost Textbooks to make it visible for students. This recommendation applies to all courses delivered by any teaching modality. The curriculum committee will be consulted on this recommendation</p> <ul style="list-style-type: none"> ● Responsible Parties: Distance 	<p>The online course schedule does not reliably depict the free and Low-Cost textbook sections. The Academic Senate Open Educational Resources Coordinator has been asking for improvements to this aspect of the online course schedule since 2020.</p>

<p>Education Committee, Student Success and Equity Committee, Faculty DE liaison, Information Technology</p> <ul style="list-style-type: none"> ● Proposed Implementation Timeline: Spring 2023 ● 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 	
<p>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.</p> <ul style="list-style-type: none"> ● Responsible Parties: Curriculum Committee ● Proposed Implementation Timeline: in process ● Resources Needed: Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours 	
<p>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.</p> <ul style="list-style-type: none"> ● Responsible Parties: Program Planning and Assessment Team, President's Task Force, President's Office, Board of Trustees, Academic Senate ● Proposed Implementation Timeline: Spring 2022 ● Resources Needed: Funding for new faculty position *Complete- Funding Allocated- Hiring in progress <p>Problem/challenge to be addressed: Support the curriculum committee and</p>	<p>A new full-time faculty member has been hired to teach Ethnic Studies (Corina Vasure).</p>

<p>development of curriculum with an inclusive, anti-racist, and culturally affirming and sustaining lens.</p>	
<p>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</p> <ul style="list-style-type: none"> ● Responsible Parties: Professional Development Committee, Curriculum Committee ● Proposed Implementation Timeline: Summer 2021, Summer 2022, Summer 2023 ● Resources Needed: Funding for training <ul style="list-style-type: none"> *Complete- Funding Allocated- Training in Progress 	<p>Funds have been allocated and training is in progress.</p> <p>Strategies and Tactics: Cultural Curriculum audit Achieving the Dream Won grant from the state to support</p>
<p>Recommendation 11. Develop a Hartnell Cultural Curriculum Audit and provide training for a faculty cohort to audit coursework and develop equity minded coursework</p> <ul style="list-style-type: none"> ● Responsible Parties: Curriculum Committee, Student Success and Equity Committee, Outcome and Assessment Team ● Proposed Implementation Timeline: Currently in Process ● Resources Needed: Funding for training 	<p>*Completed-Ongoing-Funding has been allocated for three years as requested by the Curriculum Committee</p> <p>*In process – Hartnell faculty will be attending Long Beach City College CulturalCurricular Audit Workshop summer 2021</p> <p>SPA was funded and work is beginning this semester. It is now in the research phases - Nina</p>
<p>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.</p>	<p>*Process begun with the Hartnell College Institutional Self-Assessment for Equity</p> <p>SSEC is discussing whether to re-assess with our tool again (it has been 3 years since the initial assessment) or whether we should rely on the ATD tool. - Nina</p>

<ul style="list-style-type: none"> ● 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, Associated Students of Hartnell College, President’s Task Force ● Proposed Implementation Timeline: By end of Spring 2023 ● 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 	
<p>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</p> <p>Responsible Party/Parties: Outcomes and Assessment Team, Accreditation Council and eLumen’s professional service team.</p> <p>Proposed Implementation Timeline: Fall 2022- Fall 2023</p> <p>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.</p>	
<p>Recommendation 14: Review existing campus climate survey data. Each</p>	

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/Fall 2022. Host town hall meetings to present results to the campus community in Spring 2023. Kickoff at Fall Convocation 2022

- **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
- **Proposed Implementation Timeline:** Fall 2022, distribute in Spring 2023, Town hall meetings in Fall 2022 with kickoff at Convocation 2022
- **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).

- **Responsible Party/Parties:** Student Life, Student Affairs Leadership Team (SALT), Behavioral Intervention Team (BIT)
- **Proposed Implementation Timeline:** 2022-23 academic year
- **Resources Needed:** Primarily part of existing job duties, compensation for faculty for time worked outside of regular contract hours, approval of

<p>managers for classified staff and compensation for students</p>	
<p>Recommendation 16: Review communication (community, potential applicants, potential students) marketing and representation inclusive of HR strategies for recruitment, hiring protocols, job announcements, etc.</p> <ul style="list-style-type: none"> ● Responsible Party/Parties: Diversity & EEO Committee, Human Resources ● Proposed Implementation Timeline: 2022–23 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 	
<p>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</p> <ul style="list-style-type: none"> ● Responsible Party/Parties: Administrative Services, Cabinet ● Proposed Implementation Timeline: 2022-23 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 <p>Problem/challenge to be addressed: Campus wide identification of anti-racist and equity advancing practices at Hartnell College across various stakeholders.</p>	
<p>Recommendation 18: Catalogue all the</p>	<p>*Initial List Completed</p>

<p>college committees or groups currently working on equity-related issues and create liaison relationships 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</p> <ul style="list-style-type: none"> ● Responsible Party/Parties: President’s Task Force ● Proposed Implementation Timeline: Initial list of committees and groups completed ● Resources Needed: None 	
<p>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</p> <ul style="list-style-type: none"> ● Responsible Party/Parties: President’s Task Force ● Proposed Implementation Timeline: Completed ● Resources Needed: None 	<p>*Completed – results are the Tri-Crosswalk</p>
<p>Recommendation 20: Review current Student Equity Plan (SEP), including a shortened time frame for implementation, 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.</p> <ul style="list-style-type: none"> ● Responsible Parties: Student Equity Plan Action Group, Cabinet, President’s Task Force, CPC ● Proposed Implementation Timeline: Spring 2022 ● Resources Needed: Primarily part of existing job duties, 	

<p>compensation for faculty for time worked outside of regular contract hours, approval of managers for classified staff and compensation for students</p>	
<p>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.</p> <ul style="list-style-type: none"> • Responsible Parties: Hartnell President, College Planning Council • Proposed Implementation Timeline: 2022-23 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 	<p>SWIM Task Forces? Data Response Team in new governance council?</p> <p>I will ask Tracey and Gayle</p>
<p>Recommendation 22: Institutionalize and sustain funding for the Umoja program.</p> <ul style="list-style-type: none"> • Responsible Parties: Hartnell Superintendent/President, College Planning Council • Proposed Implementation Timeline: 2022/2023 • 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 	<p>Funding for UMOJA is needed, they have plans to expand their activities.</p> <p>Foundation is working with the office of Equity to create a funding plan.</p>
<p>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</p>	

where gaps exist in inclusive, anti-racist, and culturally affirming and sustaining professional development.

- **Responsible Parties:** Professional Development Committee and Academic Senate with support of Professional Development Action Group
- **Proposed Implementation Timeline:** Fall 2022/Spring 2023
- **Resources Needed:** Compensation for personnel agreements as needed with faculty and stipends for students and/or 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 forChange."
- Equity Minded Courses using the Equity Rubric:** Provide Professional Development opportunities to support the work in revising courses with equity in mind and award multiple incentives. FUNDING: **Consider outside/external expert to help guide the college initially.**
- 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**

<p>help guide the college initially with training for trainers.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue faculty participation in Escala Summer Institutes (culturally relevant teaching strategies) 	
<p>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.</p> <ul style="list-style-type: none"> ● Responsible Parties: Professional Development Committee and Professional Development Action Group, Academic Senate ● Proposed Implementation Timeline: Planning for Summer 2021, implementation 2021-22 academic ● 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 <p>Some strategies include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity Discussions, Conversations, & Retreats: Incentives for BLM retreats, conversations/Discussions titled “Race and ...” and provide funding/time. <input type="checkbox"/> 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). 	<p>Equity Lens Communities of Practice:</p> <p>Achieving the Dream SWIM task forces</p>

- 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 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 including, but not limited to, an Open Educational Resources class (12 hours flex credit), BLM canvas shell (12 hours flex credit). Similarly, there is an opportunity to prioritize anti-racist

Glossary document is attached(Draft)
 Recommendations - Additional Definitio...
 The OER class has been discontinued.
 USC Race Center

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, Academic Senate
- **Proposed Implementation Timeline:** Planning for Summer 2022/Fall 2022, implementation 2022-23 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, USC Community College

<p>Alliance, or Foothill College as good examples) 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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set expectations for deans and directors to join applicable communities including, but not limited to, Community Colleges for Change. <input type="checkbox"/> Set expectations for students to join applicable communities including, but not limited to, Community Colleges for Change. <ul style="list-style-type: none"> • Regular report out 	
<p>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.</p> <ul style="list-style-type: none"> • Responsible Parties: President’s Task Force members, student life, student leaders, community leaders, faculty, staff, student fellows • Proposed Implementation Timeline: Spring 2021/Fall 2022 • Resources Needed: Virtual and physical safe spaces; student stipends; Faculty Advisor Special Project Assignment; staff release time 	
<p>Recommendation 27: Cultural Diversity Festival/Summit</p> <ul style="list-style-type: none"> • Context: At a time when understanding and celebration of life 	<p>Progress Report by David Orta (SSCCC Student Leader), former ASHC Student</p>

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.

- 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 2022; Recommendation: annual event in fall of each academic year
 - **Resources:** Stipends for student organizers; Faculty SPA for faculty

Leader, and Head of the Artistic-Civic League United):

First Event

The journey began with the inaugural iteration of the festival on June 25th, 2021, a virtual event unveiled via a Zoom session. Despite being in its infancy, the event, which cost around \$500 personally, managed to bring together about 12 acts comprising both students and community members, resonating profoundly with the attendees. The feedback we received was heartfelt, with students expressing a deep connection with the performances and a newfound appreciation for the diversity showcased.

Second Event (video link:

<https://youtu.be/LYLM6S4bjqE?si=sP3j6c5nt85ifeBA>)

Building on the initial success, the second iteration of the festival was held on **August 5, 2023**, marking a significant milestone in our journey. We successfully collaborated with The Greenfield Parks and Recreation Department, which supported providing a venue for the event. This partnership not only facilitated the smooth execution of the event but also opened avenues for future collaborations, potentially making this a regular feature in the community's calendar.

The festival featured an impressive lineup of performers who showcased their online and in-person talents, bringing the community joy. The games section of the event was particularly well-received, with requests from the community for more frequent events of this nature, especially from the children who expressed a desire for weekly events.

Despite the success, we faced challenges, including a personal financial burden (at least

<p>advisor/s; Honoraria for artist presenters; Supplies and materials, and use of campus facilities including custodial and security staff (if face to face)</p>	<p>another \$500) and a need for more active support and shared leadership. However, the experience was overwhelmingly positive, and we are optimistic about the growth potential of this initiative.</p> <p>The Artistic-Civic League United, spearheaded by me and supported by a team of dedicated students and volunteers, played a pivotal role in the organization and execution of the event. Our organization is committed to fostering cultural appreciation and racial equity, aligning perfectly with the festival's goals.</p> <p>I'm also opening a statewide organization dialogue and an ongoing discussion in Region IV of the Student Senate for California Community Colleges (SSCCC), where I currently serve as the Regional Affairs Director</p> <p>Next Steps:</p> <ul style="list-style-type: none"> ● Engage more volunteers and shared leadership to foster a collaborative environment. ● Seek funding opportunities for our student-led organization to alleviate financial constraints. ● Strengthen the collaboration with the local parks and recreation department to make the festival a regular community event. ● Plan for the next iteration of the festival, incorporating the learnings from the previous events to create a more enriching experience. ● Foster dialogue with the larger student network within the framework of the SSCCC to expand potential.
<p>Recommendation 28: Student Fellowships</p>	

- **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 2022 Program development and recruitment; Spring 2023 implementation
 - **Resources:** Student Stipends;

<p>Faculty Advisor SPAs; Staff release time</p>	
<p>Recommendation 29: Student Centered Inclusion in Shared Governance/Council Model</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ Responsible Party/Parties: IPRE; College Planning Council; Executive Cabinet ○ Primary Audience (who is this for): Hartnell students ○ Proposed Implementation Timeline: Fall 2022 Program development and recruitment; Spring 2023 implementation ○ Resources: Faculty SPA or staff position to coordinate student engagement 	
<p>Recommendation 30: Addressing Basic Needs (focusing on structural recommendations)</p>	

- 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.
- 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, Hartnell College Advancement and 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. (Per recently passed AB775 Regulations, the Basic Needs Coordinator Position and Basic Needs Center should be

The Foundation launched the “Keep our students learning” campaign to support students. Emergency scholarships have doubled since the 2019. Emergency scholarships has become a standing fund at the foundation and basic needs are a priority in the 2020-2025 President’s Task Force Funding Plan.

<p>established no later than July 1st, 2022)</p> <ul style="list-style-type: none"> ○ 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. 	
<p>Recommendation 31: Providing Housing (focusing on structural recommendations)</p> <ul style="list-style-type: none"> ● 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. ● Goal: To create a framework whereupon Hartnell can move forward in the planning of 	<p>During the pandemic, the Hartnell College Foundation partnered with the United Way to prevent homelessness for over 500 families, many of them Hartnell students. The support was given as arrears rent, advanced rent and basic utilities support. Through this partnership the foundation awarded \$7.5 million in basic need aid.</p> <p>A new housing stability fund has been established. The United Way has awarded a new contract for 300k to help students with first time and last month deposits and emergency rent support to prevent eviction.</p> <p>The Foundation will also work with the college's basic needs center and other key stakeholders to expand financial literacy throughout the college through various programs, vehicles and partnerships. Research shows that financial literacy education has a correlation with increased student completion.</p>

partnerships and innovative strategies 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:**
Partnerships with Non-profits, affordable housing developers, community based organizations to braid funding for short and long term solutions. Leveraging the rproperty resources, the college already has will help, and AB775 funding should be coming in to help with this

<p>(at least with some staffing) as well, though additional funding will likely be needed from other sources such as grants and philanthropy.</p>	
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