



American River College Equity Plan
2019
(Draft 3.18.19)

Executive summary

The Equity Plan Project Team invested the last eight months deeply examining the ARC community's environment, assets, and needs in order to create a three to five year plan with the goals in improving equity, access, and success at ARC. The Project Team consulted with hundreds of students, faculty, staff, and administrators to create this plan. The plan is rooted in principles and values of equity, social justice, inclusion, and liberation. This plan is not a prescriptive list of actions to produce specific results, but rather a guiding framework to transform the institution and those who work and exist within it.

This Plan will not eliminate racism, sexism, transphobia, Islamophobia or any other systemic injustice; however, it will acknowledge those systems and norms in the organizational context, challenge the historical and societal forces, and seek to create methods to actively push against injustices. The Project Team is aware of many positive equity focused efforts currently in action; however, the goal is continuous growth and improvement of outcomes and experiences for those who are disproportionately impacted and marginalized in society and on campus. The goal of the Plan is to improve the climate, so the ARC community is in a better place in five years. The Plan should be a living document that is regularly visited, evaluated, and adapted.

The following Plan will provide broad opportunities and recommendations focused on eight broad categories; 1). Setting an equity framework and lens; 2). Understanding and improving campus climate; 3). Creating an organizational structure focused on equity; 4). Creating an equity communication plan; 5). Developing human resources; 6). Enhancing instruction and curriculum; 7). Enhancing the physical spaces; 8). Enhancing student support services.

About ARC

American River College Indigenous Land Statement

We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient Federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people.

Our Vision

Transform the future of all students and our community through inclusive, equitable education.

Our Mission

American River College places students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.

American River College, serving the greater Sacramento region, offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals.

Our Commitment to Social Justice and Equity

American River College strives to uphold the dignity and humanity of every student and employee. We are committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community.

Strategic Plan and Governance

Governance at ARC involves how policies, practices or procedures are established to guide the operation of the college. Participatory governance is a collaborative goal-setting and problem-solving process built on trust and communication that involves representatives from appropriate constituent groups who engage in open discussion and timely decision-making.

The purpose of governance is to achieve **valued outputs** which are strategies, solutions, and/or recommendations that advance ARC in the direction of maximizing institutional effectiveness. Valued outputs are achieved through **participation** and **dialogue**.

Strategic Goals

Students First—The College engages and connects students early and often to people, programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed.

Clear and Effective Paths—The College provides easily recognizable pathways to, through, and beyond ARC. Offering well defined and supported pathways provides a foundation for success as students enter the College, make timely progress toward achieving their informed educational goals, and seamlessly transfer to other colleges and universities or find employment in their chosen career.

Exemplary Teaching, Learning & Working Environment—The College ensures an equitable, safe, and inclusive teaching, learning, and working environment. Culturally relevant curriculum, innovative, high-quality instructional methods and technologies, exemplary academic and student support services, and comprehensive and integrated professional development create

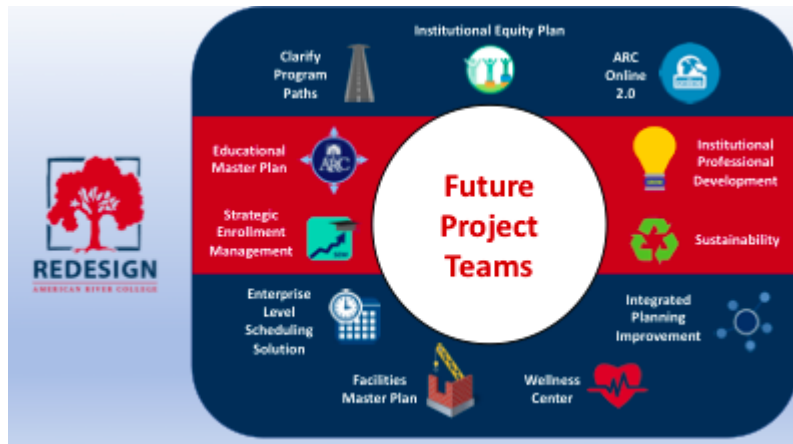
the best conditions for teaching and learning. The College promotes liberation and honors the dignity, humanity, and contributions of all members of our community.

Vibrancy and Resiliency –The College promotes a culture of innovation, entrepreneurship, sustainability, and transparent communication. Proactive, effective, and efficient operational systems and governance and data-informed approaches to planning, decision-making, and resource allocation provide a high level of service to our students, community, and to one another.

ARC Governance

ARC Governance Stream begins with the President's Executive Staff and the Executive Leadership. Those groups have three councils; Student Success Council, Operations Council, and the Institutional Effectiveness Council. Project Teams report to each council. The Equity Plan Project Team reports to the Institutional Effectiveness Council.





Goals of the Equity Plan

The plan will lay the foundation of a comprehensive Institutional Equity Plan for the college. The project will identify short-term and long-term goals, strategies, priorities, and resources needed to achieve the equity plan. The project will also identify expected outcomes on how to measure success of the plan. The Equity Plan created will influence and guide the other project teams' plans by providing a framework for equity and inclusion at ARC.

Equity References

Social Justice

Social justice is both a process and a goal. Social justice is a way of seeing and acting aimed at resisting unfairness and inequity while enhancing freedom and possibility for all. It focuses on how people, policies, practices, curricula, and institutions may be used to liberate rather than oppress others, particularly disproportionately impacted persons.

Equity

Equity is focused on providing educational opportunities and support that meet the needs of the community, especially those who are historically underserved, marginalized, or disproportionately impacted. These communities include:

- People of color
 - Black And African American, Asian American, Pacific Islander American, Latinx, Native American, multiracial, and other people disadvantaged due to racial and ethnic identity
- LGBTQ+
- Women
- Undocumented, DACA AB540, and mixed-status families
- Low-income and first-generation
- Former foster youth
- People with disabilities
- Non-majority religious and spiritual groups
- Refugee

- International

Community Engagement

ARC is committed to engaging our community in efforts to eliminate inequities and to promote positive social change.

Transformative Leadership

ARC commits time and resources to supporting the development of courageous leadership. This includes the development of skills that address individual and systematic oppression.

Equity-Minded Education

Equity-minded education values students and their life histories and experiences, making them central to the teaching and learning process. The histories, cultures, and contributions of diverse groups are included in the student experience. Learning environments and curricula directly address racism, sexism, classism, linguicism, ableism, ageism, heterosexism, religious intolerance, xenophobia, and intersectionality.

Liberation

Liberation is the act of dismantling systems of oppression and disrupting systems of power and privilege. This process includes the voices of those who have been excluded or marginalized. Liberation strives beyond equity through social justice to pursue true freedom.

Also a section on College Policies, Procedures and Resources...I have a list of Instruction's Equity-like programs.

Current ARC equity focused programs:

- Equity Action Institute
- Native American Resource Center
- Umoja Sakhu Learning Community
- PRISE (API) Learning Community
- Puente Learning Community
- API Student Connection
- Unite: Community Diversity Center (focused on students of color)
- Pride LGBTQ Center
- UndocuScholar Resource Center
- Beaver Food Pantry
- Disability Support Programs for Students
- EOP&S
- CalWorks
- Next Up (former foster youth)
- Veterans Resource Center
- TRIO Journey, STEM, and Veterans

Membership of the team

| | | |
|--------------------------------|--------------------------------------|---|
| Project Lead | Joshua Moon Johnson | Dean, Student Services, Equity Programs & Pathways |
| Project Co-Lead | Pam Chao | Professor, Sociology |
| Tanya Anderson | Director, TRiO SSS | |
| Chris Olson | Research Analyst | |
| Faryal Said | SPA, EOPS | |
| Jessica Pressley | SPA, EOPS/FFY | |
| Kelvin Burt | Student | |
| Thubten Dronme Davis | Student | |
| Judy Mays | Faculty/counselor | |
| Sara Smith | Faculty/instruction | |
| William Zangeneh-Lester | Faculty/instruction | |
| Marianne Harris | Faculty/library | |
| Angela Milano | Dean of Applied and Fine Arts | |
| Cesar Reyes | AA, note taker (ex-officio) | |

Process of and methods

Beginning in the August 2018, the chairs (Moon Johnson and Chao) pulled together a team of students, faculty, staff, and administrators; created the project charter; collected articles on higher education equity and social justice and samples of equity reports; and conducted a full day retreat to create team expectations, communication tools, and a common foundation. The team created a timeline and actions steps for the process. The team hired a nationally known social justice facilitator, Gabriel Javier, to create a foundation on equity, social justice, and dialogue techniques. Meetings occurred three to four times per month in the fall semester.

Information and Data Collection

The team began its information gathering and sharing by hosting a campus-wide Equity Town Hall; the team introduced the institutional plan project and gathered feedback. The town hall had nearly 100 participants, and participants shared experiences, needs, and ideas for the Equity Plan (facilitation documents can be seen in the appendix). The team identified over 20 stakeholders and continued with information collection by holding nearly 20 Listening Sessions (informal focus groups) with college stakeholder groups, with a focus on but not limited to marginalized communities (see list of stakeholders and questions used in appendix). The team also created abbreviated literature reviews on national research on topics important to an institutional understanding of equity; see list in the appendix.

Information and Document Analysis

The project team created a sub-group of the team to review and analyze all documents. The sub-team was trained on basics of qualitative research by Tyler Rollins (Research) and co-chair Pam Chao and Joshua Moon Johnson created a list of themes, issues, and needs for ARC.

Themes and Opportunities for Growth

After months of information gathering, listening sessions, and analyzing national research, a sub-team of the Equity Plan team summarized the information gathered during Fall 2018 into seven categories. These categories are considered opportunities for growth for ARC. These seven themes include:

- *Campus Climate Opportunities*
- *Campus Organizational Structure Opportunities*
- *Human Resource Opportunities*
- *Communication Opportunities*
- *Instructional Opportunities*
- *Physical Spaces Opportunities*
- *Student Support Opportunities*

The opportunities encompass broad campus-wide issues tied to systemic inequities present within society and within educational systems. Moreover, the issues also include unique ways in which these social inequities show up at ARC. The following paragraphs provide more details concerning the challenges and opportunities. For more details on the issues and opportunities visit the ARC IGOR web page for full details on listening sessions and opportunities documents.

Recommendations and Actions

The Project Team created seven sub-teams that each focused on one of the opportunities. The sub-teams created recommendations based off examining campus-wide growth opportunities, examining research on effective practices, and benchmarking effective models at other institutions. The sub-teams brought recommendations to the larger team to gain feedback and to synthesize the recommendations into broader campus themes. The recommendations are categorized into three phases. The phases should not be viewed as linear; however, before moving into specific actions in Phase II, specific parts of Phase I should be in process. For example, the Equity Framework should be established before moving to creating specific initiatives focused on student support.

Phase 1: Setting the Foundation Equity Framework and Lens

In order to create an equity framework and an equity lens to apply to our work and our institution, we need to be clear that we are operationalizing values and ideals, which require a developmental process. At the same time we are engaging in the demands of the day to day activity of an educational institution, which requires direct and immediate response.

A frame/framework becomes the schema used to understand equity and to apply an institution's equity lens. According to Curtis Linton, the equity framework includes necessary beliefs, expectations and foundations educators need to guarantee that students succeed, rather than simply hoping that the students will conform to the teaching habits. The Center for Urban Education (CUE) at the University of Southern California expands upon this to outline a Cognitive Frame as an interpretive framework through which individuals make sense of phenomena...and determines what questions may be asked, what information is collected, how problems are defined, and and what action should be taken. (Bensimon p.101)

Defining equity is critical to any frame or framework. To American River College, equity is defined as providing educational opportunities and support that meet the needs of the community, especially those who are historically underserved, marginalized, or disproportionately impacted. Our equity statement affirms that we are committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. Equity and equitable education assumes rigor and equitable outcomes for all groups. Curtis Linton, in *The Equity Framework*, states that the characteristics of equity *that are critical for student success include expectations for high achievement, rigor to provide the skills and learning that students need to achieve, relevancy to connect the learner with the instruction and the curriculum, and relationships for the student to believe, engage, and respond* (54).

Equity is complex and experienced or demonstrated simultaneously on multiple levels: Personally, Interpersonally, Organizationally or Institutionally, and Systemically. Because of that, we organize our framework into three main areas of understanding: Personal Equity, Educational/Professional Equity, and Institutional Equity. (Graphic of concentric Circles?) We

utilize these three areas to gain the personal and informational knowledge necessary to expand our equity awareness and create our equity frame. We expect that professional development is provided to answer these questions and apply the lens.

1. Personal Equity: (Who am I?)

According to Curtis Linton, the author of *The Equity Framework*, personal equity is defined as centering yourself in equity. That centering includes claiming responsibility as an educator in a “journey to racial literacy.” (Linton p. 70) Racial literacy is explained as the ability to talk with people in order to understand and address racially loaded controversies. (Bolgatz, J p 1). Racial literacy is grounded in the idea that we must be able to be fluent about issues of race and understand the power and impact it has upon us and our students in our institution. (p 2)

At American River College, we have been exposed to the idea of personal equity and racial literacy through the concepts of racial and equity consciousness (The Center for Urban Education(CUE) at the University of Southern California (USC)). Racial and equity consciousness challenges us to become best practitioners through developing our ability to see racial inequities and their structural roots. (Bensimon, 2006. & CUE) We come to this skill set through developmental processes that include subjective and objective elements (i.e. self-knowledge, empathy, a racial knowledge base, an awareness of structural inequities and power, and practice.) (Chao’s Venn Diagram?)

In order to ascertain your place in Personal Equity, it is helpful to ask yourself the following questions:

- What is your level of commitment to equitable education? Are you interested or committed? To you, what is the difference between interested and committed?
 - Do you know why equitable education matters to you?
 - Do you actively work to learn about your own biases?
 - Do you question yourself about your own identities, including your racial identity, and how your identities impact your work?
 - Do you actively work to develop your equity consciousness (CUE) by exploring, understanding, and working with different forms of racism and isms, bias, power and positionality, oppression, and internalized oppression?
 - Do you know your triggers and how to stay present when you are triggered?
 - Do you engage in healing work so you can stay engaged in social justice and equity work?
- (Curtis Linton, USC Center for Urban Education, Veronica Neal, DeAnza College, California Community Colleges Chancellor’s Office, Chao)

2. Educational/Professional Equity: (What do we do?)

Educational and professional equity is rooted in ensuring that our professional actions are equitable and that we create equitable environments in which to create equitable outcomes. It is helpful to ask ourselves the following questions about Educational/Professional Equity.

Do you provide all students with the individual support they need to reach and exceed a common standard or expectation? (Linton, p 87)

Do you engage as an equitable “best practitioner”?

Do we design our personal and institutional support systems and our professional environment to help actualize success for all students?

3. *Institutional Equity*: (Who are we?)

Institutional equity is about designing the educational policies, processes, and practices of an institution to guarantee educators provide all students with the individual support they need to reach and exceed a common standard or expectation (Linton, p 87, 111). Institutional equity is framed by questions developed from CUE's five principles of Equity by Design.

- Is there clarity in language, goals, and measures for all equitable practices?
- Is "Equity-mindedness" the guiding paradigm for language and action? (Appendix)
- Are practices and policies designed to accommodate differences in the contexts of students' learning rather than to treat all students the same?
- Is your institution enacting equity through a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness?
- Is equity enacted as a pervasive institution- and system-wide principle?

Reference: <http://cue.usc.edu/equity-by-design-five-principles/>

- Is there visible leadership and accountability for equity?
- Is there accessible professional development in place to develop your equity frame and support your equity learning and equity success?

Once we set the frame or framework to move us towards a systematic evaluation of our equity readiness and equity consciousness, we are ready to apply an equity lens. The equity lens gauges whether practices within an institution are designed to be equitable by providing educational opportunities and support that meet the needs of the community, especially those who are historically underserved, marginalized, or disproportionately impacted. The equity lens applies the following questions to all practices and products of an institution.

Equity Lens for ARC

1. Does this policy, practice, or pedagogy/andragogy:

- utilize data available on disproportionately impacted populations at ARC?
- identify racial/ethnic, disproportionately impacted, and marginalized groups **who** are affected?
- identify racial/ethnic, disproportionately impacted, and marginalized groups and **how** are they affected?
- address eliminating the opportunity gap and serving disproportionately impacted and marginalized populations?
- reflect the equity framework or include key individuals who are part of the process who understand, have been trained in, and practice the equity framework?

2. How have you evaluated your policy, practice, or pedagogy/andragogy for

- explicit racial consciousness from an equity perspective
- explanations or rationales from a deficit frame in order to eliminate and shift that deficit model to an equity frame .
- content that addresses and is sourced from disproportionately impacted and marginalized communities?

3. How have stakeholders who are also members of the communities affected been intentionally involved in this policy, practice, or andragogy?
4. What are the support systems for equitable outcomes for this policy, practice, or pedagogy/andragogy?
5. What are the barriers to equitable outcomes for this policy, practice, or pedagogy/andragogy?
6. Who is accountable for the outcomes of this policy, practice, or pedagogy/andragogy?
7. What strategic goal/s do/es this policy, practice, or pedagogy/andragogy advance?

CAMPUS CLIMATE

Campus Climate Opportunities from Community Input

Campus climate opportunities include cultural contexts, subtle and overt messaging, and sometimes intangibles that all affect the overall feel and inclusion of people coming from marginalized and disadvantaged backgrounds. Marginalized populations do not feel included or a part of the ARC community, and state they have limited or no physical symbols of belonging and inclusion that intentionally represent marginalized groups. These campus climate challenges showed up in the form of:

- Microaggressions and bias towards racial group members and members of other marginalized communities
- Christian centric practices (food, holidays, and decor)
- Lack of knowledge and support for diverse religious identities and other marginalized communities
- Lack of diverse and equity minded employees, resulting in limited mentor and role model opportunities
- Fear and concerns for safety (emotional and physical)
- Marginalized populations seen as problematic when they raise equity issues
- Lack of information on campus climate that is intentionally focused on marginalized groups and their experiences that include faculty, staff, and student voices of those groups
- Lack of inclusion of many groups whose outcomes we are interested in improving in previous campus climate data
- Lack of tools for understanding campus climate and assessing progress

Campus Climate Recommendations

Strategic Goal 1- Students First

Strategic Goal 2-Clear and Effective Paths

Strategic Goal 3-Exemplary Teaching, Learning, & Working Environment

Strategic Goal 4-Institutional Effectiveness

Campus climate speaks directly to the college culture. How do we create a cultural shift such that our college is defined by student success and equitable practice? This is a long term commitment to change our individual perspectives and practices as well our institutional beliefs, values, processes, and practices. Campus climate also speaks directly to how we conduct the day to day practices of meeting students' immediate needs and our approaches to meeting our Strategic Goals.

Culture shift will require that we support everyone who works at ARC with the tools to understand and implement equitable practices. Leaders must visibly model equitable behavior in their decisions, statements, and interactions. We must be clear in communicating what

equitable practices look like when implemented and what the consequences are for not being deliberately equitable in our actions. Change creates discomfort and different strategies will need to be employed whether that discomfort is caused by personal belief systems, a need for information, or how the institution communicates expectations and accountability. (Merton, Wood).

Even though there are varied approaches towards cultural and institutional change, it is our hope that the equity frame and lens we present in the plan will be a useful tool for both. Our campus climate shift will be a slower movement and it will include implementing equitable teaching and learning. Our direct student support activities include working with students as holistic beings with personal, emotional, and academic concerns that will require guidance and support. It includes developing a sense of belonging through community, and connections to a campus entity through connections to a staff, faculty, and peer mentor.

There is overlap between Campus Climate Recommendations, Campus Organizational Structure Recommendations, and Human Resources/Professional Development Recommendations all overlap in many areas. Many of our Campus Climate recommendations appear under those categories.

Building Community—creating safe spaces and community through interaction

To start, we must focus on making disproportionately impacted communities welcome at ARC. There is a difference between welcoming marginalized communities to make college space more equitable and the practice of making “everyone” feel comfortable by maintaining the status quo so mainstream groups feel comfortable and remain unchallenged. The latter continues to marginalize and oppress underserved populations.

We recommend conducting a Climate Study and a corresponding Climate Audit that utilizes an equity lens. This could be part of the responsibilities of the suggested CDO under Campus Organizational Structure. This Climate Study and corresponding Climate Audit would be a regular practice that includes all employees and all students and is planned every 3-5 years. This Climate Study would:

- Apply the equity frame and equity lens to assess all areas of American River College
- Include marginalized/disproportionately impacted populations at the center of the study design, implementation, and assessment
- Define and explore safety from marginalized populations’ perspectives
- Define inclusion from marginalized populations’ perspectives
- Be explicit in the Climate Audit about the implicit and explicit practices that are gatekeeping components of our Institutional Culture

We recommend building institutional capacity in cultural awareness and equity consciousness through

- Prioritizing Training and Professional Development (See Human Resources Recommendations)
- Applying an equity lens to all event planning and activities; some specific actions include:
 - Do communities see themselves reflected in the social events on campus?
 - Consider individual events (speaker identities) and patterns of events as well as speakers’ content, perspectives, reference points, and inclusive language
 - Police officers in community with disproportionately impacted populations—out

of uniform and without guns; based on consent upon the community

- Creating visibility for marginalized groups
 - Are there spaces to support marginalized groups? (See Student Support, Physical Spaces, and Instruction Recommendations)
 - Are the fliers/murals/spaces on campus composed of representative images? Can students and faculty see themselves anywhere on campus?
 - Do communities see themselves in leadership positions, as full-time faculty members teaching in prime time classes, as staff?
 - Are there visible events that include Music/Art/Food created by and reflective of our ARC population?
 - Opportunities to bypass Aramark—communities' cultures are suppressed because of college contracts with Aramark
 - More community and family inclusive events
- Creating and implementing inclusive policies for and professional development on religious practices and Holidays—(e.g. Prayers and Classrooms, Holidays and Christmas)
- Developing personal leave (including students) for cultural and religious reasons (union?)
- Creating a “Knowledge Base”—Do we have accessible literature in the library and available on campus for any students or faculty who need information about social justice issues? Can we have an active library of such materials both physically and online? Can we promote access to these materials as an institution? Do we have a database of outside resources (e.g. Black Minds Matter, NCORE, Center for Urban Education at USC, Social Justice Training Institute, etc.), which address promoting equity in the classroom so that they are readily available to all employees.
- Creating a Learning Center for Equity—Is there a collaborative teaching and learning workspace focused on faculty and staff they can utilize to create and collaborate or to discuss issues at any given time? Can CTL assist with this? Can it be staffed?

We recommend more community spaces and student spaces, including spaces focused on marginalized student populations, be available in accessible places on campus including

- Family Spaces at ARC/Child Friendly Spaces
- See Learning Communities under Instruction
- Student Support Recs
- See Physical Spaces Recs
- See Human Resources/Professional Development

We recommend more collaborative events scheduled for admin, staff, faculty, and students with visible attendance from admin (e.g. training, educational forums, recreational space, social interaction)

We recommend operating under a Cultural Engaging Campus Model:

- How do educators convey that they value the cultural perspectives and other differences of their students to build consciousness and build dialogue (Data symposium, [Culturally Engaging Campus Environments \(CECE\) Model: A new theory of success among racially diverse college student populations](#))
- Cultural Community Service (see CECE article for details)
- Humanized Educational Environment (see CECE article for detail)

Accountability for Campus Climate:

See Institutional Processes

See Professional Development under Human Resources Opportunities—Professional Development is critical to changing the institutional climate

Campus Organizational Structure**Organizational Structure Opportunities from Community Input**

ARC has the opportunity to establish systems that prioritize equity and commit to inclusive strategic efforts. When gathering community input, many of the suggestions focused on campus leadership and accountability for equity, transparent college processes, and ways departments and divisions collaborate on equity efforts across the college. Campus Organizational Structure challenges showed in the following forms:

- A need for a campus leader/body and campus center/office to hold employees and processes accountable to equity
- A need for sufficient resources in place to support a campus equity leader and center/office
- A need for campus direction on focusing equity priorities within and between instruction, administration, and student services
- A need for structured ways to imbed equity into governance processes, committees, project teams, and other decision-making bodies
- Lack of collaborative efforts between divisions (e.g. Instruction and Student Services)

Many issues discussed in this section were shared under Campus Climate Opportunities, Human Resources Opportunities, and Communication Opportunities and remain in those sections.

Organizational Structure Recommendations

Strategic Goal 4-Institutional Effectiveness

American River College began our equity planning in 2016 with the ARC Redesign and the acknowledgement that “every system is exquisitely designed to produce the result it gets.” The importance of equity by design is not lost upon our college. These recommendations regarding organizational structure provide opportunity to create systems that prioritize and institutionalize equity and inclusion and to create accountability within these systems.

Accountability and Imbedding Equity:

- To create a clear sense of accountability for making Institutional Equity a priority, we recommend creating a Chief Equity Officer on a Vice-President level. This CEO or VP of Equity reports to the president.
 - Creating this position would also include sufficient resources so a staff can be put in place with the knowledge and awareness to respond to equity issues, cultural sensitivity questions, inclusion practices, and discrimination concerns.
 - The VP of Equity would oversee, among other activities
 - A) Creating and implementing equity Climate Studies and Equity Audits (See Climate Opportunities) (See below--Transparent Processes)
 - B) Creating a Equity Reporting Process for anyone with equity concerns. This reporting focus would not be punitive but would focus on addressing the situational needs. (Informed by campus climate polls?)
 - Transparent complaint process—Ombudsperson for discussion
 - Closure to student and employee complaint processes

- C) Maintaining an Equity Response or Consultation Team--see below
 - D) Investigating accountability through job descriptions and performance evaluations so that employees expand their understanding and application of equity and social justice. (Union issue?)
 - E) Ensuring consistent messaging for moving to a culture of empowerment and inclusion
 - F) Facilitation of the proficient use of an equity frame and lens for the College. (Also see Campus Climate and Human Resources)
- To ensure an equity perspective imbedded in the structure of our institution, we recommend that an Equity Caucus be created in committees and work groups - (also possibly in governing body/senates if they are willing and interested), with a minimum of three members. The Equity Caucus actively focuses on and moves forward equity issues.

Collaboration

- We recommend that an Equity Response Team/ Equity Consultation Team/Presidential Equity Advisory Committee be created and given sufficient resources to address equity concerns that arise in our College
 - Available to PES /ELT /SLT for consultation – Monthly consultation meeting
 - Admin, faculty, classified, student
 - Students are nominated by faculty and classified
 - Administrative, Faculty, classified, student co-lead
 - PD facilitation team (see Human Resources) can be a resource for this response/consultation/advisory team
- We recommend that more students are included in all levels of decision making.
 - Prioritize inclusion of students on all committees and increase the stipend amount and incentives (e.g. child care, books, food, priority registration, etc.)
 - Create a strong student to administration connection through inclusion.
- We recommend that populations affected (as well as data from focus groups and national research) are included in the process of making decisions and designing initiatives.

See Instructional Opportunities

Equitable and Transparent Processes

To address the lack of transparency in our Institution, we recommend the new VP of Equity conduct equity audits for all college policies and practices, including:

- Regulations
- Decision Making and Reporting
- Accountability
- Resource allocation
 - Because there is inconsistency from year to year in funding and support for many equity related projects, and valuable time and momentum are lost while sourcing that funding and support, it is recommended that there be consistent and transparent resourcing for equity projects, programs, Centers, disproportionately impacted Learning Communities etc.
- Basic administrative processes –

- We also recommend that there be simplified processes that are clearly communicated so all employees can easily learn processes and help guide students
- Current institutional projects should also be examined from an equity lens. Some of those projects include:
 - Clear student pathways: Pathways in progress.
 - Clear student process: Achieve in progress
 - Informed scheduling and efficient process: Ad Astra in progress

See Communication Opportunities

Human Resources

Human Resource Opportunities from Community Input

Human Resource Opportunities include hiring processes, employee retention, employee onboarding, and training and professional development. It shares concerns with Campus Climate Opportunities, Campus Organizational Structure Opportunities, and Communication Opportunities. Human Resource Challenges showed in some of the following forms:

- A need for universal and coordinated professional development for employees, especially on equity and social justice issues and practices
 - Classified staff, including operations staff and temporary classified, student staff, and adjunct faculty are often left out of trainings that do exist
- A need for universal onboarding of employees (e.g. full time faculty, adjunct faculty, classified, managers, student staff)
- Extremely limited mechanisms in place to hold employees accountable to understanding equity and addressing inequities
- Equity in hiring practices; there is a continued need to diversify pools, and the current trainings do not ensure that equitable screening criteria is actually utilized in the hiring process.
- Challenges with retaining people from marginalized populations
 - Marginalized employees are tasked with a burden of leading diversity projects, mentoring students, and/or being the spokesperson; this results in burn-out, poor evaluations, inequitable duties
 - Lack of processes in place for bias incidents and current discrimination processes are not well-communicated
 - Need for training on how to support People of Color and other marginalized identities in order to mediate issues that involve identity and power in equitable ways

Human Resources and Professional Development Recommendations

Strategic Goal 1- Students First

Strategic Goal 2- Clear and Effective Paths

Strategic Goal 3-Exemplary Teaching, Learning, & Working Environment

Strategic Goal 4-Institutional Effectiveness

Our human resource policies and practices need to be supportive and equitable. As the face and the heart of American River College, our employees are our most valuable resources. The employees we hire include student employees, all classified, staff, all faculty, all management,

and all administrators. Our employees need to reflect our student population and be culturally competent and responsive to support all of our students' cultural identities.

Ongoing professional development is necessary for our institution's shift to an equity based, student first institution. We must provide the training our employees require to understand, to develop, to practice, and to be equitable practitioners. We also have to provide the time and space for our employees to be trained and engage in professional development as part of their daily work. We must provide the tools for the institution's cultural shift.

Professional Development:

We believe the starting place is for the College to take responsibility to offer and provide resources for ongoing equity and social justice training and professional development to all employees. This should include universal foundational and scaffolded offerings. We recommend:

- The Center for Teaching & Learning (CTL) and/ all other professional development focused units coordinate in order to infuse equity and social justice options into professional development, including FLEX.
 - Convocation be used as a means to deliver some of the foundational training in equity and social justice
- The CTL and other professional development units align with the Institutional Equity Plan and that the CTL and all other groups and committees collaborate to facilitate all the necessary training and development for ARC employees to proficiently use of an equity frame and lens for College policies, practices, pedagogies and events.
- A visible, accessible, user-friendly, and centralized place for equity-based professional development and employee collaboration be created. A possibility is to relocate the CTL or a central PD entity to a more equitable, user-friendly space.
 - See "Learning Center for Equity" and "Knowledge Base" under Campus Climate.
- The creation of an in-house Professional Development Facilitation Team with expertise in equity and social justice. There should be consistent funding for this PD facilitation team so that their knowledge base and ability to step in for each other can be developed and strengthened.
- Because so many faculty have not received training on teaching methods that would promote equity, the college should create teaching academies for adjuncts and full-time faculty that address methods that have proven effective for community colleges (e.g. student-centered learning, the equity mindset). Widespread participation in the teaching academies by adjuncts and full-time faculty will only be possible once the academies are fully funded (e.g. faculty course relief and pay). See Professional Development Appendix.
- Increased efforts to include and encourage part-time faculty participation in professional development opportunities.
- That we guarantee all classified groups are offered similar levels of training, including operational staff.
- Mandatory ongoing training with leadership groups, classified senate, academic senate, and managers.
- That managers should recommend targeted professional development to staff as well as faculty.
- The College earmark resources specifically for faculty to attend conferences and trainings about promoting equity in the classroom, as well as reporting back about their experiences to other faculty. This would help to create a culture at ARC that demonstrates a commitment to sustaining ongoing conversations and trainings related to equity in the classroom.

- Adjunct faculty and temporary staff should be included in helping determine the resources and support they need to help promote equity at the college.
That resources available for professional development should be posted in an accessible location and the application process should be simple and supported.

See Campus Climate, including

- Create a culture of PD with each employee having support for personal pd plans
- Equity Teams for support
- Equity Facilitation Teams
- See Campus Climate--Knowledge Base --Learning Center for Equity
- See Campus Climate--Place to collaborate

Hiring and Retaining People of Color:

Hiring and retaining People of Color is reflective of the policies and processes of an institution, as well as its cultural climate. This category is closely tied to Campus Climate and to Organizational Structure. It is important to be mindful that diversity in representation does not indicate how the People of Color experience the campus or whether they remain. Equitable policies and procedures focus on the hiring, inclusion, retention, and success of our employees.

To that end, we recommend:

- That understanding equity and being culturally competent be added to all job descriptions.
- Sufficient training at all levels so people who work here understand equity and are culturally competent (See Professional Development)
- Creating collective mentoring, with a team of Mentors and a team of Mentees for community building. These teams can be based in identity groups, interest groups, and Learning Communities.
- That we hire more equity focused employees (all levels) who are people of color and/or from marginalized communities
 - Hire more culturally competent faculty, part-time and full-time, from marginalized communities.
 - Statistically we know that student success rates improve when students of color see themselves reflected in the teaching staff.
 - Currently there are fewer full-time faculty from marginalized communities than there are students of color at ARC.
 - Statistically, the majority of adjunct faculty are women, and their presence as full-timers isn't reflective of the number of female students on campus.
 - Recruit from the communities that feed ARC as well as recruiting diverse grad students from colleges, as well as targeting minority serving institutions - reimburse for travel to support diverse pools. Use equity and social justice statement as a recruiting tool
 - Enhance Equity Representative and Hiring the Best training at ARC that is focused on the ARC Equity Framework and Lens.
 - All hiring committees need to have a discussion regarding equity and social justice before beginning the hiring process – this can include a review of the commitment to equity and social justice as well as a discussion regarding the benefit of having employees our students can relate to.
 - Provide each interview committee with an overview of what equity means and what it means to be equity minded in the hiring process so that everyone on the committee is hearing the information together.

- Move towards a requirement of all hiring committee members going through a more extensive equity training requiring a primer every 2 years to discuss ongoing equity concerns.
- One way to eliminate biases that are inherent in the current hiring practices would be to mandate all people on hiring committees attend the CUE hiring training.
- We recommend that all employees receive orientation which must include foundational equity and social justice training to be followed by an equity and professional development plan that is more specific for their job functions.
- We recommend onboarding for all employees with a focus on equity
- We recommend that anyone who supervises has training on cultural competence/ equity and how to supervise people from marginalized communities (e.g. do not put the burden of resolution on the person from the marginalized community when someone is micro-aggressing upon them or use the dominant frame to describe incidents)
- We recommend enhanced institutional support for employees' identity groups. This could be college service or flex supported.

See Campus Organizational Structures
Campus Climate

Communication

Communication Opportunities from Community Input

Clear and consistent communication is critical for equity to be successful at our institution, both on an interpersonal and an institutional level. Some of the challenges in implementing equitable policies and practices at ARC exist due to unstructured communications mechanisms. ARC can improve communication methods, tools, and structures to ensure the campus community has a better understanding of basic principles and activities around equity. Some of the communication opportunities showed in the following forms:

- Unclear vision, philosophy, framework and practice of what equity means at ARC
 - Employees cannot define equity and social justice and are unaware of what equity and social justice looks like in practice
- Equity efforts, resources, and events are not broadly and effectively communicated across campus to students, faculty, staff, and administrators
- A lack of ability to access information on finding specific needs and solutions for marginalized student populations.
- Employees do not know resources, policies, and/or support services for marginalized students
- Not sharing business processes or other procedures and informal withholding of information heavily impacts people who are “outsiders,” marginalized employees and students, or are new. Many people are then uncertain or unable to specify why they are feeling welcome and are not successful in completing tasks.

Communications Opportunities Recommendations

Strategic Goal 1- Students First

Strategic Goal 2-Clear and Effective Paths

Strategic Goal 3-Exemplary Teaching, Learning, & Working Environment

Strategic Goal 4-Institutional Effectiveness

Clear communications at all levels of the institution and consistent messaging from the leadership about equity is requirement for a successful institutional cultural shift that is equitable, inclusive, and credible. There is often a disconnect between what is written

as official college policy and the intended and unintended messages that members of the college community receive. Transparent communication about college operations is also an important part of an equitable culture. Though we would like to assume that information is accessible to everyone in an institution, allowing access or withholding information are ways that people are included or pushed out of institutions. For our disproportionately impacted communities of color, information, lack of information, and misinformation has historically been used as a tool to oppress. It is important that as an institution, gatekeeping is eliminated and information is clear and accessible for trust and community to develop at ARC.

We recommend

- Creating and publishing an equity statement.
- Creating operational definitions for equity, social justice, and populations identified as disproportionately impacted.
- Creating an equity framework and an equity lens that the college will use to ensure equity is part of everyone's policies, practices, and pedagogy. We also recommend that ongoing training be offered to the entire campus on how to develop the equity framework and how to apply the equity lens.
- Creating a communication plan around equity (web site, newsletter, social media, regular talking points, regular town halls, intranet of resources, resources for employee on-boarding, etc.) in collaboration with the College Information Officer, Instruction, Student Services, and Administration. Staff and students from disproportionately impacted and marginalized communities should be included in creating the plan.
- Collaboratively re-writing all college policies and procedures into easily understandable formats and creating an overall communication plan for these college policies and procedures (onboarding, registration, financial aid, applying for student jobs, business services, human resources etc.). Sharing this information will enhance everyone's effectiveness--particularly students and employees from marginalized communities. These documents and communication plans should be transparent and readily accessible.
- Public communication from College Leaders in support of equity

See Campus Climate
 Campus Organizational Structure

Phase 2: Moving into Action

Instructional Opportunities and Recommendations

Strategic Goal 1- Students First

Strategic Goal 3-Exemplary Teaching, Learning, & Working Environment

Instructional opportunities focused on challenges occurring within classrooms, and those challenges create significant impact on marginalized students. The instructional opportunities can show up in the following forms:

- The curriculum is not inclusive enough of students from marginalized communities and there are minimal efforts to infuse equity into curriculum.
- Supporting instructors to increase their ability to teach marginalized populations, promote teaching methods that promote equity, and develop an equity-minded lens.

- Limited offerings of equity-focused courses (e.g. ethnic studies and gender studies), and those that do exist aren't promoted adequately.
- Instructors are unaware of the performance of various racial groups in their classrooms.
- Course time and availability limit some students' ability to take classes that they need or prefer. This can result in marginalized students taking classes they are less likely to succeed in because they aren't their preferred classes.
- Instructors do not have enough time to offer additional support to marginalized students due to large class sizes and course loads.
- Due to large class sizes and large class loads it is difficult for instructors to take the time necessary to adequately support students from marginalized communities.

One of the first areas to move into action and practice is housed within classrooms, since that is where students spend the majority of their time. The project team has categorized these recommendations as Instructional Opportunities and include the following subcategories: Inclusive Curriculum, Data, and Instructional Learning Communities.

The foundation of all instructional opportunities is based on ongoing equity focused professional development for faculty. This topic was further discussed in the Human Resources Opportunities section, and includes specific development for adjunct and tenure-track faculty as well as resources to support ongoing development. Additionally, there is an overlap with Instructional Opportunities and Human Resources Opportunities as it relates to increasing faculty diversity.

Inclusive Curriculum: Because an inclusive curriculum is essential for promoting student success, the college should provide resources for faculty, both adjunct and full-time, to help them prioritize curriculum that is inclusive of students from marginalized communities (e.g. ongoing and graduated trainings, course relief, conferences, pedagogy groups, etc.).

- Instructors of all disciplines should provide content from various sources; include content and contributions to the field from minoritized communities
- It is recommended that the college move toward establishing a requirement of the inclusion of contributions of minoritized communities living in the United States as a condition of the curriculum approval process
- Increase the number of courses available that focus on marginalized communities in the curriculum/catalog. This will lead to increased understanding about issues faced by marginalized groups including race, racism, ethnicity, culture, ability, and gender and gender identity. Courses should also be offered at times that are widely available to students from marginalized communities (e.g. evening and early morning classes)
- Create opportunities for students to voice their preferences for specific classes, class times, and class content

Data: Many faculty may be unaware of the performance of students by racial/ethnic groups in their courses. It is recommended that the college provide faculty with information necessary for

promoting the success of students from marginalized communities. The college should make data widely available and easily accessible regarding student performance by racial group by division, department, and by individual course for instructors.

Learning Communities: The Learning Communities (Umoja-Sakhu, Puente, and PRISE) provide a unique and collaborative approach to supporting Black and African American, Latinx, and Asian American and Pacific Islander American students. It is recommended to sustain and support those courses aligned with the Learning Communities and the memo of understandings from statewide organizations. The Learning Communities provide positive cultural identity and they are important in fostering student success, creating a greater sense of belonging and promoting student engagement. ARC's learning communities are essential to providing a community and "cultural space" in the classroom through their culturally relevant courses, program activities and counseling support. Learning Communities should be staffed and resourced to effectively serve the students involved with the programs. There are numerous other recommendations related to the communities Learning Communities serve that overlap with the Student Support Services Opportunities and the Physical Space Opportunities.

Physical Space Opportunities and Recommendations

Strategic Goal 1- Students First

Strategic Goal 2-Clear and Effective Paths

Strategic Goal 3-Exemplary Teaching, Learning, & Working Environment

Strategic Goal 4-Institutional Effectiveness

The physical facilities of the campus has an impact on creating equity for marginalized populations. ARC has opportunities to improve the physical spaces that create barriers to success and inclusion. The barriers can show up in the following ways:

- Some facilities could be improved to better meet the needs of students with disabilities
 - Buildings, pathways, signs, and infrastructure do not always support people with disabilities
- Spaces around campus can be unwelcoming and safe for transgender and non-binary people
- Limited amount of space dedicated to supporting marginalized students (academic support, community space, group meeting space)
- Classrooms often do not support changing seating configurations and non-lecture teaching styles, which impacts students with disabilities and non-traditional learners
- Limited child-friendly spaces (Library, LRC, Study Spaces, classrooms, etc.)

The physical space at ARC's campus has a direct impact on students' ability to succeed both in and outside of the classroom. The Physical Space Opportunities focus on assessment and improvements for people with disabilities, ongoing development of facilities for transgender and non-binary people, and evaluation and enhancing spaces for marginalized student communities.

Opportunities to *improve success for people with disabilities:*

Improving buildings, pathways, signs, and infrastructure so they fully support people with disabilities. It is recommended to create a policy that mandates a campus-wide audit on accessibility and universal design.

- ARC needs to have an ADA evaluation every three-five years. Facilities, ADA, and DSPS should all be involved. This audit policy and procedure should be housed in a specific person's and/or office's responsibility. It should be scheduled and funds should be made available to make recommendations.
- This could be: more benches around campus for people to rest; more shelters; covered waiting area is being created for para-transit; study abroad programs accessible to students with disabilities; and improved assistive technology throughout the campus (e.g. voice recognition software, eye-tracking software for computers, library databases, etc.)

It is recommended that *classrooms support changing seating configurations* and non-lecture teaching styles to improve experiences for students with disabilities and non-traditional learners. When enrolling courses, consider the numbers and impact on students using wheelchairs. Some classes need fewer students. Classroom furniture should allow for moving chairs into different layouts to address different lecture and learning styles.

Spaces around campus need to be *improved to be more welcoming and safe for transgender and non-binary people*. Recommendations include:

- Supporting Pride Center in assessing buildings across campus.
- Appointing administrator to be responsible for managing a building to work with facilities and the Pride Center to assess their spaces. Each building should have a point person who is monitoring the climate of the building.
- A policy needs to be in place to ensure there are adequate gender-neutral bathrooms, locker rooms, and any gendered spaces are provided.
- LGBTQ inclusive and affirming signage needs to be evaluated and put in place.

More space needs to be dedicated to supporting marginalized students, which includes academic support, community space, group meeting space. The current space is limited and cannot fully support the needs of all populations. A facilities evaluation needs to occur with Hub, Equity Programs, Learning Communities, and Native Resource Center. Student-involved focus groups/data collection needs to occur to understand student needs. Needs should include academic, personal, and holistic student needs. Spaces should be provided with adequate staffing to create and maintain a support and foster holistic development.

Additionally, we recommend each student space (LRC, Library, Kinesiology, Dining, Student Center, ITC, STEM building, Classroom buildings/spaces, etc.) needs to do an audit of spaces focused on inclusion. Plans need to be in place that all spaces continue to focus on inclusion. Limited child-friendly spaces (Library, LRC, Study Spaces, classrooms, etc.)

ARC needs to *improve the physical environment to better support student parents*. A task force/working group needs to be assembled to address needs of student parents. Look into more resources for childcare. Audit campus spaces on child friendliness, with a specific focus on academic study areas that are child-friendly. This group should create tips, actions, and recommendations on making offices more child-friendly

Student Support Services Opportunities and Recommendations

Strategic Goal 1- Students First

Student Support Opportunities

Overall students coming from marginalized backgrounds face additional challenges both inside and outside of the classroom; moreover, ARC has limited or non-existent resources to support these students, which impacts well-being, sense of belonging, and eventually a lack of academic success and retention. The student support opportunities showed up in some of the following forms:

- Students feeling unsafe, especially during the night (e.g. women, undocumented, LGBTQ+, POC, Muslim women, religiously minoritized identities)
 - Marginalized communities feeling targeted and/or discriminated against
- Limited mental health services, specifically those catering to marginalized students
 - Concerns that upcoming mental health services will be inclusive of marginalized groups
 - No comprehensive resource guide to mental health services
- Financial issues and basic needs such as housing and food insecurity, no support for unemployed/underemployed
- Textbook affordability
- Minimal formal on-boarding for marginalized students
- Academic support services can be unwelcoming and not inclusive for marginalized groups (e.g. Black students, Native students, etc. not feeling supported)
- Lack of identified support systems for specific students (e.g. refugee students, limited-speaking English students, religious minorities, homeless, UndocuScholar, etc.)
- Not enough designated support staff that are consistent throughout the student's academic career.

As marginalized students face obstacles related to institutional and societal injustices and inequities, intentional student support services need to be provided. Cultural and systemic barriers affect success, persistence, and retention. The current level of support needs to be increased at ARC. When planning methods to support marginalized students, the following standards should be used as a model;

CAS Standards & Guidelines on Supporting Students in Multicultural Programs

- Assess the needs of students set priorities among those needs, and respond to the extent that the number of students, facilities, and resources permit.

- Orient marginalized students to the college.
- Assist marginalized students to determine and assess their educational goals and academic skills.
- Provide support services to help marginalized students to achieve educational goals and attain or refine academic skills necessary to perform adequately in the classroom.
- Promote the intellectual, career, social, and moral development of the students.
- Promote and deepen each marginalized students' understanding of their own culture, identity, and heritage.
- Provide training in leadership skills for marginalized students and those seeking to assist them.
- Offer or identify appropriate mentors and role models.

Focused needs of ARC marginalized students:

- Developing community, sense of belonging, and connections to a campus entity
- Connection to a staff, faculty, and peer mentor
- Academic guidance
- Academic support
- Personal and emotional support

ARC has the opportunity to enhance support programs in the following ways:

Increase financial and human resources to programs supporting marginalized student.

Safety: A comprehensive process, response plan, and communication need to be created to address hate and bias incidents and crimes. Comprehensive training should occur with LRCCPD to ensure they have an understanding of marginalized communities needs and experiences.

Collaborations intentionally focused on meeting needs of marginalized populations:

Departments/units (LRC, Library, LRCCPD, Health and Wellness, etc.) need to have specific plans of action on meeting disproportionately impacted student needs. They should be regular, collaborative, and well-communicated. All employees should have regular training on equity and working with marginalized students.

Increase mental health services and there should be an intentional focus on more vulnerable populations (Students of Color, LGBTQ+, UndocuScholars, etc.). Thorough training should occur for providers and intentional collaborations should be created.

An entity (person, office, committee) needs to be charged with guiding, educating, and leading efforts to address basic needs (food, housing, healthcare, unemployment). This team needs to create collaborations across campus and the community, and the information needs to be well-communicated across campus. Sustained hunger resources should be explored and institutionalized. Consider a caseworker model to refer students to campus and community

resources. Financial literacy courses need to be taught to incoming students to understand how to manage financial insecurity and manage financial resources. The entity focused on basis needs should consider Amarillo College as an example of success, which includes food insecurity, housing insecurity and unemployment. Students need intentional and coordinated education on managing finances, accessing community, state, and campus financial resources.

Ensure new student programs (Get Connected) are focused on marginalized populations; It is recommended that ARC create a bridge program intentionally focused on disproportionately impacted groups. The program should focus on academic goals, career exploration, and holistic student support. Onboarding processes should ensure marginalized students are connected to a community (student success team or home-bases). There should be an intentional connections to:

- Learning communities
- Student success teams
- Categorical programs
- TRIO programs
- Student clubs
- Equity focused programs
- Counselors, faculty, and peer mentors

More dedicated and named physical space is needed for marginalized communities: The space should come with staffing. The staffing should not be temporary in order to build trust, relationships, knowledge and skills, and consistency. Specific groups (refugee, religious minorities/interfaith, English Language Learners; racial and ethnic groups involved with Learning Communities) need identified contacts (people, committees, office, etc.) and that should be communicated effectively beginning in the outreach phase. This space should include tutoring and writing support (drop-in basis as well) and longer hours during final exams.

Phase 3: Institutionalization of equity plan

As the Equity Plan moves into implementation over the next few years, the project team recommends planning and action to institutionalize the plan. Once adopted by governance groups the plan should be housed in a specific unit or position. The party housing the plan should ensure it is being implemented. The managing party should be sure institutionalizing includes:

- Accountability: Responsible units should be held accountable for implementation and progress
- Systems for measuring outcomes: The initiatives and efforts should be evaluated and outcomes should be measured to ensure progress is being made. Adjustments should be made regularly to continuously improve. The Equity Plan is a dynamic and living document, and groups implementing it should be involved in adjustments and evolution.

- **Transparency and communication:** Regular communication should occur to the campus community about progress of the Equity Plan. This should come in the form of annual reports and annual or semi-annual town halls.

The Equity Plan created in 2018-2019 aimed at creating recommendations for a three to five year period. Equity Planning is not a one time initiative. By year three of this plan, campus leadership should evaluate the need for convening a group to evaluate the current plan and either update or created a new plan.

Further Considerations

There are number of opportunities that ARC could focus on that would greatly impact student success for marginalized groups. The project team did not have enough time to investigate fully developed solutions. It is recommended that the campus evaluate specific issues, and make strides to improve the students experience. The project team acknowledges there are constraints that limit the ability to fully address these issues at this time; however, it felt that these should be included in this report. The following considerations are:

- **Class Size:** The college should move to reducing class sizes and class loads to provide faculty with the time needed to offer additional support to students from marginalized communities. Promoting equity is about developing relationships with and authentically caring about how each student is performing, and time is essential to do this effectively.
 - This is also based on the premise that faculty need time to be introspective, to listen to our students, and to continually revise our curriculum to better serve students from marginalized communities.
 - Smaller class sizes foster student success and provide for a richer educational experience. Smaller class sizes encourage more student engagement and persistence, stronger critical thinking skills, and encourage faculty to be more enthusiastic about teaching and respectful of their students. Small classes encourage instructors to utilize a variety of different teaching methods, including more hands-on and student-centered approaches, which helps to reduce the reliance on lecturing (Monks & Schmidt, 2010).
 - Research has shown that in small classes (15 or fewer students), student responses to questions posed by instructor were more analytical, in medium-size classes (16-45 students) students discourse consisted of lower level thinking based on basic comprehension, and in large classes (46 or more students), discussions generally involved factual recall (Fischer & Grant, 1983).
- **Child Care:** Student parents lack access to affordable child care. The current Child Development Center has its own constraints and is unable to meet the needs of student parents. Students struggle to find affordable child care that can accommodate a students' schedule.

- **Time and Space for Adjuncts Faculty: Adjunct faculty have limited access to** private office space and unpaid office hours for adjuncts does not allow them adequate resources to do their jobs. This would allow adjuncts to provide more individualized attention to students from marginalized communities.

Conclusion

Appendix

Professional development topics

Definitions

Summary of Recommendations

1. Setting a Foundation
 - a. Create and adopt an Equity Framework and Equity Lens
2. Addressing campus climate
 - a. Conduct a campus climate study
 - b. Create a knowledge base- learning center for equity
3. Developing Organizational Structure
 - a. Create a cabinet level equity position to ensure institutional accountability and focus
 - b. Create an equity response team and Presidential equity advisory committee
 - c. Create equity caucus on committees
4. Enhancing Communication on Equity
 - a. Create an equity statement and share operating definitions
 - b. Create a communication plan for sharing equity focused resources, tools, events, and news
 - c. Editing and revising policies and procedures through an equity lens
5. Developing Human Resources
 - a. Professional development strategy focused on equity
 - b. Strategies for hiring and retaining people of color and other marginalized identities
6. Instructional Recommendations
 - a. Ensure curriculum is inclusive and offer more ethnic, gender, and similar courses
 - b. Sharing and coaching around student data and success by demographics
 - c. Support and sustain Learning Communities
7. Enhancing Physical Spaces
 - a. Ensuring spaces are audited and enhanced for people with disabilities and transgender and non-binary people
 - b. Increase spaces for marginalized students to include academic and community spaces
 - c. Each campus building and office should create plans equity plans to improve inclusion for marginalized people and student parents

8. Enhancing student support services

- a. Create plans to strategically and comprehensively meet basic needs for students; including financial literacy education plans
- b. Create a comprehensive plan to address hate and bias incidents
- c. Increase mental health services specifically focused on marginalized students
- d. Improved and increased on-boarding efforts for marginalized students

DRAFT