Strategies and Actions to Accelerate DI Project Team Recommendations & Achieve Districtwide and College Targets: Fall 2020

Overarching Strategy	Examples of Specific Actions (In-Progress, Planned or Proposed)	ARC Strategic Goal	ARC Inst. Equity Plan Rec.	Select DI Project Team Report Recommendations Adopted May, 2020
Scale **Individual & Institutional Insight & Accountability**	• Adopt *ARC Equitable Decision-Making Tool* within councils and across constituency groups to assess the equity impacts of major decisions for potential burdens or benefits for marginalized, underrepresented, and/or disproportionately impacted populations, ensuring that decisions are made to help eliminate and/or mitigate disparities. (Fall 2020) • Implement *Administrators Championing Transition: Intrusive ACTion for our students* (Active) • Equity-Action data informed (Departmental) workshops facilitated by institutional research and CTL (Active) • Equity-Action data review/analysis by instructional deans in establishing strategies for department and/or faculty engagement and support (Fall 2020) • Equity-Action datasets provided to individual faculty each term as part of invitation to participate in focused professional development/training (Fall 2020) • Publish final, comprehensive campus climate survey report and utilize findings to inform on-going improvement efforts (Fall 2020)	S1, S4	Various	• Add a component to faculty performance reviews that focuses on minimizing achievement gaps.
	• Identify and address student's current challenges in/outside of the classroom via promoting easy-to-use and accessible student feedback system; *Need to Talk, We Are Listening* (Active)	S1, S2	E4	• Utilize systems for students to (1) easily report and receive support for issues, concerns, and needs; (2) ensure they are aware and informed of their rights; (3) and to publicize the role of the Office of Equity and Inclusion
Invest **additional resources and effort** specifically for African American, Latinx, and Native American student(s) success	• HomeBase Pathway Communities: *Success Coach in-reach/mentoring campaign* (Active) • Implement use of "Technology Assistants" in Learning Community courses (Fall 2020 pilot) • Increase adjunct faculty mentoring capacity in Learning Community Courses (Spring 2021) • Launch IYT and A2mend programs (Fall 2020) • Permanently redeploy human resources to directly support the recruitment, on-boarding and on-going support of DI students, and establish and maintain a success structure for black students throughout their educational tenure. • Establish Virtual Black/African American Cultural Center (Fall 2020) • Expand course access for DI students (e.g., Transfer English, Math, HCD, and Honors programming) Spring, 2021	S1, S2, S4	E1, E5, E15, E16, E22	• Establish and utilize community or campus peer mentoring to support the DI groups. • Initiate warm hand-offs to other faculty/staff/students in Financial Aid, Library, Tutoring. Connect students to people, not to departments • Provide space for individual DI affinity students to study, get counseling, get career advice, do extracurricular activities, receive tutoring, and relax • Focus on early outreach/recruitment and financial aid information; • Deploy financial aid specialist(s) when our DI students need help (just before semester starts and two weeks into semester); • Administer financial needs assessment and provide financial aid and other workshops to prospective students and family members. Hire Outreach Officer and Financial Aid Specialists for Native American, African American and bicultural, bilingual Spanish-speaking Latinx populations to provide information on career options, and college programs to prospective high school seniors and their families. • Create dedicated textbook book funds, and other college funds separate from the college emergency fund for students in need. • Embed tutors of color in classes, mentors, and technology assistants in the context of their courses, majors, areas of interest. • Increase the capacity of (HCD 310 College Success course(s)) with DI Emphasis with financial literacy, career planning, job skills and Racial Identity development as part of the SLOs.
Engage **faculty/staff of color** in constituency & college governance; and utilize expertise for DI student success	• Establish AA/Black Advisory Committee (Fall 2020) • Establish Equity Advisory Committee (Fall 2020) • Establish Virtual Black/African American Cultural Center (Fall 2020)	S1, S2, S4	E5	• Establish campus African American, Latinx, Native American Advisory Councils which provide advisement on issues regarding DI success and student needs. • Create African American, LatinX and Native American staff/faculty support network.
Scale **culturally-relevant and -reflective curriculum and practices**	• Equity Practitioners in Action (Active) • Unpacking Equity-Action Outcomes: From Data-to-Meaning-to-Action (Fall 2020) • Create a transformative syllabus (Fall 2020)	S1, S3, S4	E5, E13, E14, E15	• Require accurate culturally reflective and relevant curriculum • Create a transformative syllabus (use transformative curriculum training) • Support faculty inquiry groups to support success in the DI communities (create a spirit of innovation).
Provide on-going, **action-oriented professional development and training** for all employees on becoming best equity-practitioners.	• Diversity and Equity in the Classroom: A Reaching and Learning Institute (Active) • ARC Equity Practitioner Training Series in Applied Allyship (Active) • Classified Professional Development Series: The Bystander Imperative (Active) • Managers Professional Development Series: The Fundamentals of Equity & White Supremacy Culture in Leadership (Active) • New Classified Employee Training/Orientation Program (Spring 2021)	S1, S2, S3	E1, E3, E5, E7, E8, E13, E14, E16, E17	Create mandatory training around anti-bias, cultural awareness and unintentional/intentional micro-aggression avoidance