



Recommendations

After considering both the highlights and areas of growth identified in the Equity Audit findings, Hotep Consultants offers the following recommendations to promote equity advancing policies, practices, and procedures at Norco College. The recommendations are presented in alignment with the S.E.T. Framework in order to provide support for the institution as a whole (Student Ready), interpersonal growth (Equity Minded), and individual service (Transformational). The recommendations are organized to display alignment with the Educational Master Plan and begin to identify the strategic planning bodies that may be integral to the implementation of each recommendation



Student Ready (Institutional)

A Student-Ready organization creates system-wide impact by consistently examining processes and practices that are hindering learning for all students and actively working towards solutions. The recommendations below are intended to address system-wide approaches to best support a diverse constituency of students.

Recommendation	Institutional Goal	Strategic Planning Body
<p>Establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion. Be clear around the purpose of this language and the intentional use of said definitions. Create the capacity to utilize shared definitions and common language when referring to issues of equity and equity advancing work on campus.</p> <p>Example: CCCCO Definitions</p>		<p>College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC</p>
<p>Center equity within all Flex Day activities and campus professional learning experiences.</p>	<p>4.1</p>	<p>Institutional Governance & Effectiveness Council; Diversity, Equity, & Inclusion Committee; Faculty Professional Development Committee; Classified Professional Development Committee; Professional Development Coordinating Network</p>
<p>Conduct an equity map to catalog all of the equity related efforts on campus. Additionally, establish a calendar for Diversity, Equity, Inclusion (DEI) that is organized to bring together all DEI related activities in one place where users can identify/filter to identify events/programs that are student facing, employee facing, and what experiences are open to the community.</p> <p>Example: UC Davis - Diversity and Inclusion Calendar</p>		<p>College Council; Academic Senate; RJTF: Institution Commitment, Classroom & Campus Experience; Diversity, Equity, & Inclusion Committee; ASNC</p>

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<p>Ensure that all campus constituents, especially classified professionals and part-time faculty, are able to participate in professional learning experiences, especially those that are focused on equity, announcing campus wide initiatives, and equity advancing practices. Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information.</p> <p>Examples: Closing Student Services temporarily to allow for Classified Professionals to participate in Flex Day activities, especially those that focus on major the discussion of major initiatives and expectations for the academic year.</p> <p>Record Flex Day presentations and workshops to allow for engagement of individuals who aren't able to attend in person due to conflicting work schedules and responsibilities.</p> <p>Provide pay parity for adjuncts to participate in flex day activities as well</p>	<p>4.1; 4.2</p>	<p>Institutional Governance & Effectiveness Council; Faculty Professional Development Committee; Classified Professional Development Committee; Professional Development Coordinating Network</p>



Recommendation	Institutional Goal	Strategic Planning Body
<p>Review Student Discipline Process Including 1) an update to the new faculty handbook regarding how and why one might submit a complaint or engage College Police; and 2) consistency in outcomes by race and gender, based on incident in order to establish more consistent norms in outcome expectations.</p>		<p>Academic Council; Student Support Council; Racial Justice Task Force: Black Student Care; RJTF: Institution Commitment</p>
<p>Update the Resource Allocation Rubric to 1) explicitly uplift the specific ways in which the additional resource will/can contribute to the equity advancing goals of the institution; and 2) include how many times items or positions have been requested.</p>	<p>9.1</p>	<p>Resource Council</p>
<p>Develop an Equity Policy Guide to support decision-making, planning, and practices amongst staff, faculty and administrators. This is not intended to be a checklist but a process for critical self-reflection and examples of concrete actions that can be taken to advance equity.</p> <p>Examples: University of Virginia: Toolkit for Equity-Minded Decisions and Policies Hartnell College: Equity Rubric for Student Success</p>	<p>8</p>	<p>Institutional Governance & Effectiveness Council; Academic Senate; Program Review Committee; Assessment Committee; RJTF: Institution Commitment, Classroom & Campus Experience</p>



Recommendation	Institutional Goal	Strategic Planning Body
<p>Develop an internal process and guide on inclusive and equitable hiring practices that become the base for how to prepare, chair, and participate on a committee through an equity-minded lens.</p> <p>Examples: Metropolitan State University, Denver: Packet for Equitable Hiring Practices & Resources Cal Poly Pomona: Ensuring Equity & Inclusivity in Faculty Hiring Urban Sustainability Directors Network: Equity, Diversity and Inclusion in Recruitment, Hiring, and Retention, University of Washington: Candidate Evaluation Form Tips & Guidelines, DEI Commitment Statement, & Staff Diversity Hiring Toolkit</p>	<p>9</p>	<p>Academic Senate; College Council; RJTF: Institution Commitment, Classroom & Campus Experience</p>
<p>Evaluate job postings across all Discipline and Job Type to explicitly state the expectation of candidates and future employees, including student employees and adjunct faculty to engage in equity advancing initiatives and practices within the institution.</p> <p>Example: Norco College STEM Biological Sciences - Faculty Posting</p>	<p>9.1</p>	<p>College Council; RJTF: Institution Commitment, Classroom & Campus Experience</p>
<p>Recruit an Ombudsperson to educate students on their rights and assist students so they can make informed decisions about how to manage major issues they experience with college employees.</p> <p>Examples: Cal Poly Student Ombuds Services Pikes Peak Community College</p>	<p>8.3</p>	<p>College Council; RJTF: Black Student Care; RJTF: Institution Commitment, Classroom & Campus Experience</p>

Recommendation	Institutional Goal	Strategic Planning Body
<p>Implement a campus-wide bias incident reporting system with support for victims and transparent methods for addressing all reports effectively. Provide this information widely across campus including throughout campus websites, within Canvas shells, and on syllabi. Ensure that data on incidents are disseminated for analysis, policy improvements, and prevention.</p> <p>Examples: Presbyterian College- Bias Incident Reporting Whittier College- Bias Incident Reporting</p>	<p>9</p>	<p>Student Support Council; Institutional Governance & Effectiveness Council (reporting & analysis); RJTF: Black Student Care; RJTF: Institution Commitment</p>
<p>Invest in regular zoom community-building events centered on keeping Norco College stakeholders connected during the pandemic. Solicit feedback from the Associated Students of Norco College (ASNC), Classified Senate, and the Academic Senate on ways the College can support campus-community connection in person.</p>	<p>9.2</p>	<p>Institutional Effectiveness & Governance Council; RJTF: Classroom & Campus Experience</p>
<p>College themed “days” or “weeks” to create a sense of community for students who are not part of a special program or club. Deciding on themes can be a collaborative process with student leaders and the Diversity, Equity, Inclusion Committee (DEIC).</p>		<p>Student Support Council; Diversity, Equity, & Inclusion Committee; RJTF: Celebrating Black and African American Culture</p>
<p>Conduct an Equity-Minded Web-Scan for all department pages and special programs to help ensure that students who are in need of services are invited and informed about how to access them</p>	<p>6.5</p>	<p>Student Support Council; Marketing Committee; Department area deans/chair; RJTF: Institution Commitment</p>

Recommendation	Institutional Goal	Strategic Planning Body
<p>Revise the Resource Allocation Report to be more encompassing of the overall budget report. There should be some analysis of the # of items and positions that were requested, the total amount of the requested items, what was funded (items/positions), and the total amount of requests funded (dollars)</p>	<p>9.1</p>	<p>Resources Council</p>

Guiding Questions and Considerations:

What would it look like for your campus to begin to create the conditions where inequity, racism, and other forms of discrimination can no longer thrive?

How, at various levels of leadership within the organization, are we addressing the learning and supports needed to truly become an Anti-Racist organization?

How do we think about issues of race within the context of our decision making, relationship building, daily practices and operations?

Which of the highlights and areas of opportunity are most connected to shared governance bodies? Specifically, which might be under the guidance or purview of the Academic Senate? Which would be easy to address, and which might be more difficult? Why?

Who on your campus is most likely to resist equity-centered conversations and discussions? Why do you believe these colleagues are resistant? What steps can you take to bring them into the conversation?

Equity Minded (Individual)

Equity-minded higher education professionals intentionally call attention to patterns of inequity in student experiences and outcomes. They also take personal and professional responsibility for the success of their students and critically reassess their own practices. The recommendations below are centered on the development of interpersonal understanding of equity and individual impact on equity advancement within the Norco College community.

Recommendation	Institutional Goal	Strategic Planning Body
<p>Utilize the <u>Intercultural Development Inventory</u> to assess the college’s baseline as it relates to intercultural competency and fluency.</p>		
<p>Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies.</p> <ul style="list-style-type: none"> Examples include: Intercultural dialogue training series, developing a critical discussion protocol for meetings, and/or establishing guidelines for discussion and community within meeting spaces 		
<p>Develop a “Commitment to Equity” Statement or Pledge and “Guide to Equity at Norco” for new employees to review. The purpose of these materials is to have a clear and concise narrative of the expectations of an equity-minded employee and the campus’ key programs and initiatives they should become familiar with.</p> <p>Example: <u>Mt. San Jacinto College 2019 & Pledge Form</u></p>	<p>8.3</p>	<p>Academic Senate; College Council; District Call to Action Climate Recruitment & Retention; Faculty Professional Development Committee (already done)</p>

Recommendation	Institutional Goal	Strategic Planning Body
<p>Embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional development needs of faculty, staff, and administrators.</p>		
<p>Establish a space for ongoing critical reflection, learning, and adaptation of individual practices. This includes learning about issues of equity, structural racism and anti-racism, intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues.</p>		
<p>Managers reflect on how to utilize one-on-one meeting spaces, department meetings, and committee spaces to empower and guide classified professionals and faculty members in utilizing equity-minded practices.</p>	<p>4; 9.2</p>	<p>College Council - Department Deans & Chairs & Managers</p>
<p>Develop training modules/workshops for students leaders & employees so they are prepared to create a welcoming environment for their peers.</p>	<p><u>9.2</u></p>	<p>Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience; Guided Pathways: Racial & Cultural Competency</p>
<p>Developing student programming around community, identity, and social justice related issues outside of the context of established learning communities welcomes students who are not as engaged or connected but would like to be.</p>		<p>Student Support Council; Associated Students of Norco College; Student Life; RJTF: Campus & Classroom Experience</p>

Transformative (Service)

Transformative is the manifestation of practices that address the historical and sociopolitical causes of inequities found in education and engage in data-informed efforts to repair and restore the educational system. The recommendations listed below have been developed to better support the way in which individuals across the campus engage with students in an effort to support their success.

Recommendation	Institutional Goal	Strategic Planning Body
<p>Utilize time within Department/Division meetings to facilitate dialogue with staff, faculty, and admin about how to implement culturally sustaining practices within their work.</p> <p>Example: Transitioning department meetings from status updates to professional learning and reflection opportunities.</p>		<p>Department Deans & Chairs; Academic Senate; RJTF: Campus & Classroom Experience</p>
<p>Establish frequent opportunities for feedback on the development and continuous use of equitable teach tools and methodology: syllabi; course materials; assessments; & grading</p>	<p>9; 4</p>	<p>Academic Senate; Academic Council: Faculty Professional Development Committee; Teaching & Learning Committee; RJTF: Campus & Classroom Experience</p>
<p>Departments facilitate a rebranding of their area to be more aligned with values of diversity, equity, inclusion, and belonging.</p> <p>Some guiding questions that departments can consider are...</p> <ul style="list-style-type: none"> • How does our department express its role in the college’s vision for equity and student success • How much flexibility is there within department procedures and practices to be more equitable? • How are conversations about disproportionate impact facilitated? 	<p>9.2</p>	<p>Institutional Effectiveness & Governance Council; FPDC; District Call to Action Climate Recruitment & Retention; RJTF: Campus & Classroom Experience; Guided Pathways: Racial & Cultural Competency</p>

Recommendation	Institutional Goal	Strategic Planning Body
Establish a forms committee to review the effectiveness of required forms, update language, and evaluate the submission and review process on a regular basis (annually)		Marketing Committee; Department Deans & Chairs; RJTF: Institution Commitment
Departments provide "Student Spotlights" where every semester, there are 2-3 students whose interests, academic successes, and narrative are shared with other students. This is an opportunity to intentionally connect with each and every student within a discipline.		Student Support Council; Associated Students of Norco College; Student Life
Scale up efforts for Developing Communities of Practice		Student Support Council; Academic Council; Professional Development Committees; TLC; RJTF: Campus & Classroom Experience

Guiding Questions and Considerations:

How can we approach designing curriculum and special programs to address social issues and promote social justice through learning engagement with the campus community?

How can you encourage, empower, and equip students to utilize their education to improve their lives while positively contributing to a more just society?

How do we help students to develop agency in student services? Specifically, how do we meet the students where they are and support their navigation of institutional practices and policies? And if barriers are discovered within this navigation, how are they dismantled in order to better support students' navigational capital in the future?

How do college communications (i.e. emails, website, flyers, applications etc.) express the benefits of participation in support programs without utilizing institutional language, legalese, or focus on deficits?