

FUNDED ACTIVITIES

1. Disability Awareness and Empowerment activities—Behavioral Health seminar in October; “Movies for Mental Health,” a 2-hour interactive workshop by Art With Impact, that uses short film to initiate dialogue about mental health, and includes a resource panel, was given in October; Several digital accessibility workshops from the High Tech Center Training Unit occurred in December and in March; “Learn Silent Night in American Sign Language” activity, presented by the student ASL Club in December; “Disability Awareness” training provided for all classified staff in March; accessibility for Canvas training sessions provided for faculty in April and May, given by the High Tech Center Training Unit; a breakout session training from the DSPS Director on “DSPS accessible education 2018: Faculty Roles and Responsibilities,” on January 11 during the Student Success conference.
2. Mental Health First Aid Trainings and Certifications—The Director of DSPS and a full-time psychology instructor are certified trainers, and have trained additional staff and also student groups, who then earn mental health first aid certificates. This is an 8-hour training, which was offered 5 times last year and two more times this year in October and November. Also, the Director of DSPS provided a Mental Health Basics workshop to the Academic Affairs division in October and to a student leadership group in March; and the Director of Crisis Counseling Services gave a breakout workshop during the January Student Success Conference on “Crisis Counseling Services: Meeting the Emotional Needs of Hartnell’s Students.”
3. Educator in Residence –There were several presentations to faculty, staff, students, and the community by our Educator in Residence, Dr. Carol McKibben, who teaches in the Department of History and Urban Studies at Stanford University. She provided the Keynote Address at Hartnell’s 7th Annual Student Success Conference in January, along with two breakout sessions during that conference, and delivered four additional talks throughout the spring semester. Her topics brought a historical perspective to understanding the diverse community of Salinas, including talks on “Productive Partnerships: Scholars and Students Collaborate with Communities—the Salinas Example,” “Immigration Policy and Changing Demographics in California: the Salinas Challenge,” “What Does it Mean to Be a Minority-Majority City in California in the new Millennium?,” “Immigrant Women: How They Shaped American History,” and “Environmental Activism in Agricultural Communities.”
4. The Big Read--In the fall 2017, Hartnell participated in the National Endowment of the Arts Big Read 2018, co-sponsored by the Steinbeck Center (<http://www.steinbeck.org/read.html>), by reading together “Citizen: An American Lyric,” an award-winning poetry/essay book by Claudia Rankine, which poetically and poignantly describes the daily impacts on individuals of racial aggression and racism in America. The Western Stage’s Artistic Program Director and co-

chair of Hartnell's EEO Advisory /Diversity Committee Melissa Chin-Parker then produced and directed Hartnell students in "Of Thee I Sing," a dramatized reading from that book.

5. Classified Staff Development Day -- On March 30, the keynote presentation in the classified staff development day was called "True Colors," given by trainers from the CSEA Training-U program. This presentation included a personality assessment tool that helps individuals understand themselves and others, to expand their appreciation for valuing differences, and to learn how to overcome barriers to progress and collaboration. This is the second year that a mandatory half-day training for classified staff has included interactive sessions that foster cooperation and promote awareness and celebration of differences. The day also included a presentation on disability awareness, mentioned in item 1, above.
6. Culturally responsive teacher training: In Summer 2017, two different institutes were held for faculty and staff to improve their ability to help our diverse students succeed. In one, 6 full time faculty participated in the 4-day Escala Summer Institute for faculty development. Escala works specifically with Hispanic Serving Institutions to close the gap in educational access and completion rates for Latinos, mainly through faculty development programming and remedial program evaluation. Faculty participating in the summer institute watched and participated in demonstrations of culturally responsive teaching, and studied their own teaching through completing a series of data analysis activities examining equity. In the other institute, 15 faculty, staff, and administrators attended the Five-Day Experiential Learning Institute (FELI) to gain greater awareness of how to work effectively with students from difference backgrounds and with different learning styles. Completion of this program is the first step to becoming a teacher in the Academy for College Excellence (ACE) Program.
7. Peer-to-Peer Development--In Spring 2018, a team of faculty and staff designed and implemented a peer-to-peer faculty development series known as Hartnell HITS (High Impact Teaching Strategies). The first workshop was presented by math instructor John Perez on March 14. The HITS workshops are 1-hour faculty-led sessions that provide demonstrations on high impact teaching strategies. They may include equity minded and culturally relevant strategies that have been proven successful for minority and under-served students. The HITS workshops are planned to be provided monthly during Fall and Spring semesters.
8. Dreamers Support-- Hartnell has provided a variety of professional development opportunities for its employees to learn how to support its undocumented students. These opportunities have included community forums on immigration rights and reform, workshops on best practices in supporting undocumented students, opportunities to participate in DACA renewal workshops, and the like. In November 2017, we hosted an "Immigrants Rising" training for faculty and staff provided by the Educators for Fair Consideration. Hartnell's Board of Trustees

and student government also have passed resolutions supporting the rights of undocumented students, and has opened its doors to countless community events that focus on DACA updates and providing support to our students.

9. Special Programs -- Hartnell has created a fully staffed office, counseling center, and meeting space for groups it has identified as needing additional supportive services with a welcoming, home-like environment, run by the Director of Student Affairs, Special Programs. The Center for Achievement and Student Advancement, called Mi CASA, provides a meeting space, confidential counseling offices, and quiet study space and center for the following groups of students: Dreamers, women in the Women's Education & Leadership Institute (WELI), men in the Men's Institute for Leadership & Education (MILE), and the Academy for College Excellence (ACE). The Office of Special Programs also is in the process of developing two additional supportive programs that will be part of this center: a Transformation Through Education (TTE) program for formerly incarcerated students, and a program to support our lesbian, gay, bisexual, and transgender students. In Apr

musical performance and workshops by vocal activist Melanie Demore in March, a theatrical presentation of "Ain't I a Woman?" in February, a photography exhibit called "Project AAIM (African Americans of Monterey County)" by Hartnell alumna Sherri Green in February, who then donated her photographs to Hartnell College, a Mariachi festival in February, a talk called "Honor Thy Children" by Al and Jane Nakatani in March, and a presentation on black and brown unity in September.