

## Roadmap Objective: Completion

<b>Objective 1</b>	<i>Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</i>	
<b>NACCC Recommended Action Items</b>	<b>Appraisals of Institutional Commitment</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.</li> <li>• Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class.</li> </ul>
	<b>Impact of External Environments</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>• Change policies that disproportionately penalize marginalized student populations.</li> </ul>
<b>Objective 2</b>	<i>Develop cross-functional teams that support student success and include integrated career and transfer counseling.</i>	
<b>NACCC Recommended Action Items</b>	<b>Appraisals of Institutional Commitment</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.</li> <li>• Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class</li> </ul>
	<b>Impact of External Environments</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>• Change policies that disproportionately penalize marginalized student populations.</li> </ul>
<b>Objective 3</b>	<i>Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Assess and determine whether there is a particular group that seems to dominate the campus environment and whether any groups are excluded from being allowed to take part in the construction of the campus identity.</li> <li>• Recognize patterns of educational outcome disparities among Black, Latinx, Asian-American, and Native American students and contextualize these disparities by situating them within histories of school segregation, exclusion, and discrimination.</li> </ul>

		<ul style="list-style-type: none"> <li>• Regularly collect and disseminate demographic data so that faculty know whom they are teaching (disaggregated along various axes, including, but not limited to, race, class, gender, first-gen status, etc.)</li> <li>• Detect identity-based blind spots and vantage points related to pedagogy, advising, student affairs and other campus spaces and environments.</li> <li>• Map out where resources exist, where overlap exists, and where gaps exist, in order to effectively and equitably allocate and re-allocate resources.</li> </ul>
	<b>Racial Learning and Literacy</b>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Conduct regular co-curricular revision of texts, colloquia, and other academically purposeful activities to center issues of race and racism, particularly in relation to the institution and the geographic context(s) within which it resides.</li> <li>• Determine which academic programs on campus have been successful at advancing minoritized students and propagate elements of these programs across campus.</li> </ul>
	<b>Encounters with Racial Stress</b>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Create and/or bolster physical spaces and human infrastructure, explicitly and specifically serving marginalized student populations.</li> <li>• Boldly confront long-standing racial problems embedded in the systems and structures at the institution, and communicate that racism is not just individual and overt, but also systemic and covert.</li> </ul>
	<b>Appraisals of Institutional Commitment</b>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.</li> <li>• Adjust campus policies and resource allocations to rectify where racial equity goals are not being met.</li> <li>• Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class.</li> </ul>
	<b>Impact of External Environments</b>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Change policies that disproportionately penalize marginalized student populations.</li> </ul>

<b>Objective 4</b>	<i>Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Regularly collect and disseminate demographic data so that faculty know whom they are teaching (disaggregated along various axes, including, but not limited to, race, class, gender, first-gen status, etc.)</li> <li>• Detect identity-based blind spots and vantage points related to pedagogy, advising, student affairs and other campus spaces and environments.</li> <li>• Map out where resources exist, where overlap exists, and where gaps exist, in order to effectively and equitably allocate and re-allocate resources.</li> </ul>
	<b>Encounters with Racial Stress</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>• Create and/or bolster physical spaces and human infrastructure, explicitly and specifically serving marginalized student populations.</li> </ul>
	<b>Impact of External Environments</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>• Change policies that disproportionately penalize marginalized student populations.</li> </ul>

### Roadmap Objective: Pathways & Partnership

<b>Objective 1</b>	<i>Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.</i>	
<b>NACCC Recommended Action Items</b>	<b>Encounters with Racial Stress</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Form a subcommittee on racial stress composed of mental health and counseling professionals, including clinical faculty, particularly those with experience supporting racially minoritized populations. This subcommittee should, whenever possible, center the leadership and direction of counselors that reflect the racial diversity of the institution's racially minoritized populations.</li> <li>• Create and/or bolster physical spaces and human infrastructure, explicitly and specifically serving marginalized student populations.</li> </ul>

	<b>Appraisals of Institutional Commitment</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>All key stakeholders should be able to articulate how racial equity and inclusion are tied to the key values and mission of the institution and its strategic plan.</li> <li>Consider that all faculty and staff search committees should go beyond bias reduction training to integrate proactive measures throughout the life cycle of hiring, including retention and promotion, particularly of minoritized faculty.</li> </ul>
	<b>Impact of External Environments</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>Building from the existing or newly constructed campus climate team, work with community leaders (including both residents and elected officials) to establish a town &amp; gown committee or working group to help prevent, manage, and respond to racial incidents, racial violence, and racial terror taking place at the intersection of campus and community.</li> </ul>
<b>Objective 2</b>	<i>Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students.</i>	
<b>NACCC Recommended Action Items</b>	<b>Appraisals of Institutional Commitment</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus.</li> <li>Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.</li> <li>Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class.</li> </ul>
	<b>Impact of External Environments</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>Change policies that disproportionately penalize marginalized student populations.</li> </ul>
<b>Objective 3</b>	<i>Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>Recognize patterns of educational outcome disparities among Black, Latinx, Asian-American, and Native American students and contextualize these disparities by situating them within histories of school segregation, exclusion, and discrimination.</li> </ul>

	<b>Racial Learning and Literacy</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>Determine which academic programs on campus have been successful at advancing minoritized students and propagate elements of these programs across campus.</li> </ul>
	<b>Appraisals of Institutional Commitment</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.</li> <li>Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class.</li> </ul>
	<b>Impact of External Environments</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>Change policies that disproportionately penalize marginalized student populations.</li> </ul>
<b>Objective 4</b>	<i>Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers.</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>Recognize patterns of educational outcome disparities among Black, Latinx, Asian-American, and Native American students and contextualize these disparities by situating them within histories of school segregation, exclusion, and discrimination.</li> </ul>
	<b>Appraisals of Institutional Commitment</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.</li> </ul>
	<b>Impact of External Environments</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>Change policies that disproportionately penalize marginalized student populations.</li> </ul>

<b>Objective 5</b>	<i>Develop and implement technologies, including website redesign that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning.</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>Map out where resources exist, where overlap exists, and where gaps exist, in order to effectively and equitably allocate and re-allocate resources.</li> </ul>
	<b>Appraisals of Institutional Commitment</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>Adjust campus policies and resource allocations to rectify where racial equity goals are not being met.</li> <li>Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class.</li> </ul>
	<b>Impact of External Environments</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>Change policies that disproportionately penalize marginalized student populations.</li> </ul>

**Roadmap Objective: Community**

<b>Objective 1</b>	<i>Use technology to improve communication and accessibility across campus.</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>Map out where resources exist, where overlap exists, and where gaps exist, in order to effectively and equitably allocate and re-allocate resources.</li> </ul>
	<b>Appraisals of Institutional Commitment</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>Be clear in campus-wide messaging about the opportunities and benefits of racial equity and inclusion on campus.</li> </ul>
	<b>Impact of External Environments</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>Change policies that disproportionately penalize marginalized student populations.</li> </ul>

<b>Objective 2</b>	<i>Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion.</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Assess and determine whether there is a particular group that seems to dominate the campus environment and whether any groups are excluded from being allowed to take part in the construction of the campus identity.</li> <li>• Conduct an audit of public spaces to ensure that inclusive imagery surrounds students. Literally and figuratively walk the halls, classrooms, and lab spaces with students and see these from their perspective.</li> <li>• Regularly convene college and university faculty, in conjunction with experienced staff from centers for excellence in teaching and learning resource centers, to discuss standards of inclusive teaching and ways to engage instructional personnel in developing culturally sustaining and affirming practices.</li> <li>• Offer mini grants as incentives so faculty are encouraged to engage with inclusive instructional design methods.</li> <li>• Recognize patterns of educational outcome disparities among Black, Latinx, Asian-American, and Native American students and contextualize these disparities by situating them within histories of school segregation, exclusion, and discrimination.</li> <li>• Regularly collect and disseminate demographic data so that faculty know whom they are teaching (disaggregated along various axes, including, but not limited to, race, class, gender, first-gen status, etc.)</li> <li>• Train staff across the departments of student affairs, auxiliary centers, and campus police and security in meaningful ways to cultivate inclusive environments.</li> <li>• Ensure staff have access to professional development funds and are encouraged to seek opportunities related to developing greater inclusion and equity skills.</li> <li>• Detect identity-based blind spots and vantage points related to pedagogy, advising, student affairs and other campus spaces and environments.</li> <li>• Map out where resources exist, where overlap exists, and where gaps exist, in order to effectively and equitably allocate and re-allocate resources.</li> </ul>
	<b>Cross-Racial Engagement</b>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Create intentional, facilitated opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Consider implementing racial healing circles to bring students, staff, and faculty together for truth-telling, restoring trust in relationships, and community re-building.</li> <li>• Equip campus leadership, faculty, and staff with the tools to address race-related controversies of the moment, and to initiate discussions about race.</li> <li>• Develop teams comprised of student affairs professionals, academic advisors, tenure-track and tenured faculty, counseling professionals and other administrators with student-facing roles, across professional rank, and charge them with creating student engagement plans that move beyond dialogue and that provide opportunities for students to interact academically and socially across racial and other identity groups.</li> <li>• Communicate the message that, despite the difficulty, talking about race is important, and creates opportunities to push students to higher levels of critical thinking and toward better preparation to live in a diverse democracy.</li> </ul>
<p><b>Racial Learning and Literacy</b></p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Conduct regular co-curricular revision of texts, colloquia, and other academically purposeful activities to center issues of race and racism, particularly in relation to the institution and the geographic context(s) within which it resides.</li> <li>• Conduct departmental reviews of classroom materials to determine whose voices and experiences are centered, and whose are missing.</li> <li>• Ensure that syllabus re-designs don't just end up including a few readings by authors of color (the additive "Diversity Day" model of curricular inclusion). Think through Universal Design in Learning principles and statements about academic accommodations for disabilities, and ensure that historically under-included perspectives and voices are centered.</li> <li>• Determine which academic programs on campus have been successful at advancing minoritized students and propagate elements of these programs across campus.</li> <li>• Practice engaging in departmental and cross-departmental conversations about racial equity and incentivize and support faculty and staff for engaging in the work.</li> <li>• Communicate that the pace of learning about race and discussing race on campus should not prioritize the hesitancy and/or interests of those who have historically held power over actual progress toward achieving equity.</li> <li>• Encourage faculty to seek out linkages between their discipline and social issues and issues related to identity, and to make space at the beginning or end of each class for key events in the news about race or racism.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide structured opportunities for students to learn about structural and systemic issues related to their own and other racial groups, in conjunction with the course topic.</li> </ul>
<b>Encounters with Racial Stress</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Form a subcommittee on racial stress composed of mental health and counseling professionals, including clinical faculty, particularly those with experience supporting racially minoritized populations. This subcommittee should, whenever possible, center the leadership and direction of counselors that reflect the racial diversity of the institution’s racially minoritized populations.</li> <li>• Institute professional development for faculty and staff to prioritize understanding of the effects of not only racial violence on students, but also microaggressions and their impact on learning and well-being. This professional development should include providing faculty and staff with the skills to confront and intervene when these incidents occur, and asking them to prioritize a consistent message to all students that they are intelligent, of worth, and capable of scholarship.</li> <li>• Recognize race-related stress and racial trauma on campus, and collectively engage with those on the margins to objectively hear their narratives and engage for action.</li> <li>• Create and/or bolster physical spaces and human infrastructure, explicitly and specifically serving marginalized student populations.</li> <li>• Boldly confront long-standing racial problems embedded in the systems and structures at the institution, and communicate that racism is not just individual and overt, but also systemic and covert.</li> <li>• Communicate plans for systemic change aimed to alleviate racial stress.</li> <li>• Practice and prepare for responsible race-conscious crisis scenario response, just as is done with other potential emergency situations on campus.</li> </ul>
<b>Appraisals of Institutional Commitment</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Be clear in campus-wide messaging about the opportunities and benefits of racial equity and inclusion on campus.</li> <li>• All key stakeholders should be able to articulate how racial equity and inclusion are tied to the key values and mission of the institution and its strategic plan.</li> <li>• Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.</li> </ul>

		<ul style="list-style-type: none"> <li>• Adjust campus policies and resource allocations to rectify where racial equity goals are not being met.</li> <li>• Consider that all faculty and staff search committees should go beyond bias reduction training to integrate proactive measures throughout the life cycle of hiring, including retention and promotion, particularly of minoritized faculty.</li> <li>• Practice race-conscious leadership, which includes, for example, engaging in authentic conversations and collaborations with people of color and developing an accurate understanding of the realities of race on campus.</li> <li>• Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class.</li> </ul>
	<p><b>Impact of External Environments</b></p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• When assessing campus and external environments for issues surrounding race and racism, consider who the representatives and beneficiaries of existing racist systems are, and policies and practices that have a differential impact by race.</li> <li>• Change policies that disproportionately penalize marginalized student populations.</li> <li>• Prepare to support students who have already experienced racial battle fatigue when they first arrive on campus. Also support students who face anxieties about the physical safety and well-being of their loved ones back in their hometown communities.</li> <li>• When students are affected by incidents of racism and hate crimes locally or nationally, distribute messaging and notifications when these incidents happen, similar to existing notifications for these types of incidents when they occur on campus.</li> </ul>

<b>Objective 3</b>	<i>Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Assess and determine whether there is a particular group that seems to dominate the campus environment and whether any groups are excluded from being allowed to take part in the construction of the campus identity.</li> <li>• Regularly convene college and university faculty, in conjunction with experienced staff from centers for excellence in teaching and learning resource centers, to discuss standards of inclusive teaching and ways to engage instructional personnel in developing culturally sustaining and affirming practices.</li> <li>• Recognize patterns of educational outcome disparities among Black, Latinx, Asian-American, and Native American students and contextualize these disparities by situating them within histories of school segregation, exclusion, and discrimination.</li> <li>• Regularly collect and disseminate demographic data so that faculty know whom they are teaching (disaggregated along various axes, including, but not limited to, race, class, gender, first-gen status, etc.)</li> <li>• Detect identity-based blind spots and vantage points related to pedagogy, advising, student affairs and other campus spaces and environments.</li> </ul>
	<b>Cross-Racial Engagement</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Develop and include an intergroup dialogue course across first-year curriculum.</li> <li>• Create intentional, facilitated opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.</li> <li>• Develop teams comprised of student affairs professionals, academic advisors, tenure-track and tenured faculty, counseling professionals and other administrators with student-facing roles, across professional rank, and charge them with creating student engagement plans that move beyond dialogue and that provide opportunities for students to interact academically and socially across racial and other identity groups.</li> </ul>
	<b>Racial Learning and Literacy</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Conduct departmental reviews of classroom materials to determine whose voices and experiences are centered, and whose are missing.</li> <li>• Practice engaging in departmental and cross-departmental conversations about racial equity and incentivize and support faculty and staff for engaging in the work.</li> </ul>

		<ul style="list-style-type: none"> <li>• Communicate that the pace of learning about race and discussing race on campus should not prioritize the hesitancy and/or interests of those who have historically held power over actual progress toward achieving equity.</li> <li>• Encourage faculty to seek out linkages between their discipline and social issues and issues related to identity, and to make space at the beginning or end of each class for key events in the news about race or racism</li> <li>• Provide structured opportunities for students to learn about structural and systemic issues related to their own and other racial groups, in conjunction with the course topic</li> </ul>
	<b>Encounters with Racial Stress</b>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Form a subcommittee on racial stress composed of mental health and counseling professionals, including clinical faculty, particularly those with experience supporting racially minoritized populations. This subcommittee should, whenever possible, center the leadership and direction of counselors that reflect the racial diversity of the institution’s racially minoritized populations.</li> <li>• Institute professional development for faculty and staff to prioritize understanding of the effects of not only racial violence on students, but also microaggressions and their impact on learning and well-being. This professional development should include providing faculty and staff with the skills to confront and intervene when these incidents occur, and asking them to prioritize a consistent message to all students that they are intelligent, of worth, and capable of scholarship.</li> </ul>
	<b>Appraisals of Institutional Commitment</b>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Be clear in campus-wide messaging about the opportunities and benefits of racial equity and inclusion on campus.</li> <li>• All key stakeholders should be able to articulate how racial equity and inclusion are tied to the key values and mission of the institution and its strategic plan.</li> <li>• Practice race-conscious leadership, which includes, for example, engaging in authentic conversations and collaborations with people of color and developing an accurate understanding of the realities of race on campus.</li> </ul>
	<b>Impact of External Environments</b>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• When assessing campus and external environments for issues surrounding race and racism, consider who the representatives and beneficiaries of existing racist systems are, and policies and practices that have a differential impact by race.</li> </ul>

<b>Objective 4</b>	<i>Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning.</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Offer mini grants as incentives so faculty are encouraged to engage with inclusive instructional design methods.</li> <li>• Train staff across the departments of student affairs, auxiliary centers, and campus police and security in meaningful ways to cultivate inclusive environments.</li> <li>• Ensure staff have access to professional development funds and are encouraged to seek opportunities related to developing greater inclusion and equity skills.</li> </ul>
	<b>Cross-Racial Engagement</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Develop and include an intergroup dialogue course across first-year curriculum.</li> <li>• Equip campus leadership, faculty, and staff with the tools to address race-related controversies of the moment, and to initiate discussions about race.</li> <li>• Ask the campus community to be part of problem solving and collaboration when racial tensions arise.</li> </ul>
	<b>Racial Learning and Literacy</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Practice engaging in departmental and cross-departmental conversations about racial equity and incentivize and support faculty and staff for engaging in the work.</li> <li>• Communicate that the pace of learning about race and discussing race on campus should not prioritize the hesitancy and/or interests of those who have historically held power over actual progress toward achieving equity.</li> <li>• Encourage faculty to seek out linkages between their discipline and social issues and issues related to identity, and to make space at the beginning or end of each class for key events in the news about race or racism.</li> </ul>
	<b>Encounters with Racial Stress</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Institute professional development for faculty and staff to prioritize understanding of the effects of not only racial violence on students, but also microaggressions and their impact on learning and well-being. This professional development should include providing faculty and staff with the skills to confront and intervene when these incidents occur, and asking them to prioritize a consistent message to all students that they are intelligent, of worth, and capable of scholarship.</li> </ul>

		<ul style="list-style-type: none"> <li>• Boldly confront long-standing racial problems embedded in the systems and structures at the institution, and communicate that racism is not just individual and overt, but also systemic and covert.</li> </ul>
	<b>Appraisals of Institutional Commitment</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• All key stakeholders should be able to articulate how racial equity and inclusion are tied to the key values and mission of the institution and its strategic plan.</li> <li>• Consider that all faculty and staff search committees should go beyond bias reduction training to integrate proactive measures throughout the life cycle of hiring, including retention and promotion, particularly of minoritized faculty.</li> <li>• Practice race-conscious leadership, which includes, for example, engaging in authentic conversations and collaborations with people of color and developing an accurate understanding of the realities of race on campus.</li> </ul>
<b>Objective 5</b>	<i>Increase opportunities to be an asset and resource to the external community.</i>	
<b>NACCC Recommended Action Items</b>	<b>Cross-Racial Engagement</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Consider implementing racial healing circles to bring students, staff, and faculty together for truth-telling, restoring trust in relationships, and community re-building.</li> <li>• Equip campus leadership, faculty, and staff with the tools to address race-related controversies of the moment, and to initiate discussions about race.</li> </ul>
	<b>Impact of External Environments</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Building from the existing or newly constructed campus climate team, work with community leaders (including both residents and elected officials) to establish a town &amp; gown committee or working group to help prevent, manage, and respond to racial incidents, racial violence, and racial terror taking place at the intersection of campus and community.</li> <li>• Prepare to support students who have already experienced racial battle fatigue when they first arrive on campus. Also support students who face anxieties about the physical safety and well-being of their loved ones back in their hometown communities.</li> <li>• When students are affected by incidents of racism and hate crimes locally or nationally, distribute messaging and notifications when these incidents happen, similar to existing notifications for these types of incidents when they occur on campus.</li> <li>• Partner with local businesses and police to conduct implicit bias trainings.</li> </ul>

## Roadmap Objective: Stewardship

<b>Objective 1</b>	<i>In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College’s carbon footprint, focuses on climate literacy and student action, and mitigates Mesa’s impact on climate change</i>	
<b>NACCC Recommended Action Items</b>	<b>Cross-Racial Engagement</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Develop teams comprised of student affairs professionals, academic advisors, tenure-track and tenured faculty, counseling professionals and other administrators with student-facing roles, across professional rank, and charge them with creating student engagement plans that move beyond dialogue and that provide opportunities for students to interact academically and socially across racial and other identity groups.</li> </ul>
<b>Objective 2</b>	<i>Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College’s impact on climate change.</i>	
<b>NACCC Recommended Action Items</b>	<b>DOES NOT APPLY TO THIS OBJECTIVE</b>	
<b>Objective 3</b>	<i>Increase student access and schedule efficiency by coordinating schedules among departments/disciplines.</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Recognize patterns of educational outcome disparities among Black, Latinx, Asian-American, and Native American students and contextualize these disparities by situating them within histories of school segregation, exclusion, and discrimination.</li> <li>• Detect identity-based blind spots and vantage points related to pedagogy, advising, student affairs and other campus spaces and environments.</li> <li>• Map out where resources exist, where overlap exists, and where gaps exist, in order to effectively and equitably allocate and re-allocate resources.</li> </ul>
	<b>Cross-Racial Engagement</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>• Develop and include an intergroup dialogue course across first-year curriculum.</li> </ul>
	<b>Racial Learning and Literacy</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>• Determine which academic programs on campus have been successful at advancing minoritized students and propagate elements of these programs across campus.</li> </ul>

	<b>Appraisals of Institutional Commitment</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.</li> <li>• Adjust campus policies and resource allocations to rectify where racial equity goals are not being met.</li> <li>• Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class.</li> </ul>
<b>Objective 4</b>	<i>Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students.</i>	
<b>NACCC Recommended Action Items</b>	<b>DOES NOT APPLY TO THIS OBJECTIVE</b>	
<b>Objective 5</b>	<i>Increased campus understanding, communication of and transparency in budget and resource allocation.</i>	
<b>NACCC Recommended Action Items</b>	<b>DOES NOT APPLY TO THIS OBJECTIVE</b>	
<b>Objective 6</b>	<i>Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>• Assess and determine whether there is a particular group that seems to dominate the campus environment and whether any groups are excluded from being allowed to take part in the construction of the campus identity.</li> </ul>
	<b>Encounters with Racial Stress</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>• Create and/or bolster physical spaces and human infrastructure, explicitly and specifically serving marginalized student populations.</li> </ul>
	<b>Appraisals of Institutional Commitment</b>	<b>Example:</b> <ul style="list-style-type: none"> <li>• All key stakeholders should be able to articulate how racial equity and inclusion are tied to the key values and mission of the institution and its strategic plan.</li> </ul>

		<ul style="list-style-type: none"> <li>Consider that all faculty and staff search committees should go beyond bias reduction training to integrate proactive measures throughout the life cycle of hiring, including retention and promotion, particularly of minoritized faculty.</li> </ul>
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## Roadmap Objective: Scholarship

<b>Objective 1</b>	<i>Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>Regularly convene college and university faculty, in conjunction with experienced staff from centers for excellence in teaching and learning resource centers, to discuss standards of inclusive teaching and ways to engage instructional personnel in developing culturally sustaining and affirming practices.</li> <li>Offer mini grants as incentives so faculty are encouraged to engage with inclusive instructional design methods.</li> <li>Train staff across the departments of student affairs, auxiliary centers, and campus police and security in meaningful ways to cultivate inclusive environments.</li> <li>Ensure staff have access to professional development funds and are encouraged to seek opportunities related to developing greater inclusion and equity skills.</li> </ul>
	<b>Cross-Racial Engagement</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>Develop and include an intergroup dialogue course across first-year curriculum.</li> <li>Create intentional, facilitated opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.</li> <li>Consider implementing racial healing circles to bring students, staff, and faculty together for truth-telling, restoring trust in relationships, and community re-building.</li> <li>Equip campus leadership, faculty, and staff with the tools to address race-related controversies of the moment, and to initiate discussions about race.</li> <li>Develop teams comprised of student affairs professionals, academic advisors, tenure-track and tenured faculty, counseling professionals and other administrators with student-facing roles, across professional rank, and charge them with creating student engagement plans that</li> </ul>

		move beyond dialogue and that provide opportunities for students to interact academically and socially across racial and other identity groups.
	<b>Racial Learning and Literacy</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Practice engaging in departmental and cross-departmental conversations about racial equity and incentivize and support faculty and staff for engaging in the work.</li> <li>• Encourage faculty to seek out linkages between their discipline and social issues and issues related to identity, and to make space at the beginning or end of each class for key events in the news about race or racism.</li> </ul>
	<b>Impact of External Environments</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Prepare to support students who have already experienced racial battle fatigue when they first arrive on campus. Also support students who face anxieties about the physical safety and well-being of their loved ones back in their hometown communities.</li> </ul>
<b>Objective 2</b>	<i>Evaluate and improve Diversity, Equity, and Inclusion practices in classroom environments, campus activities, departments, schools, and administrative units.</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Assess and determine whether there is a particular group that seems to dominate the campus environment and whether any groups are excluded from being allowed to take part in the construction of the campus identity.</li> <li>• Conduct an audit of public spaces to ensure that inclusive imagery surrounds students. Literally and figuratively walk the halls, classrooms, and lab spaces with students and see these from their perspective.</li> <li>• Recognize patterns of educational outcome disparities among Black, Latinx, Asian-American, and Native American students and contextualize these disparities by situating them within histories of school segregation, exclusion, and discrimination.</li> <li>• Regularly collect and disseminate demographic data so that faculty know whom they are teaching (disaggregated along various axes, including, but not limited to, race, class, gender, first-gen status, etc.)</li> <li>• Train staff across the departments of student affairs, auxiliary centers, and campus police and security in meaningful ways to cultivate inclusive environments.</li> <li>• Ensure staff have access to professional development funds and are encouraged to seek opportunities related to developing greater inclusion and equity skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Detect identity-based blind spots and vantage points related to pedagogy, advising, student affairs and other campus spaces and environments</li> </ul>
<b>Cross-Racial Engagement</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Create intentional, facilitated opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.</li> <li>• Consider implementing racial healing circles to bring students, staff, and faculty together for truth-telling, restoring trust in relationships, and community re-building.</li> <li>• Equip campus leadership, faculty, and staff with the tools to address race-related controversies of the moment, and to initiate discussions about race.</li> <li>• Develop teams comprised of student affairs professionals, academic advisors, tenure-track and tenured faculty, counseling professionals and other administrators with student-facing roles, across professional rank, and charge them with creating student engagement plans that move beyond dialogue and that provide opportunities for students to interact academically and socially across racial and other identity groups.</li> <li>• Ask the campus community to be part of problem solving and collaboration when racial tensions arise.</li> <li>• Communicate the message that, despite the difficulty, talking about race is important, and creates opportunities to push students to higher levels of critical thinking and toward better preparation to live in a diverse democracy.</li> </ul>
<b>Racial Learning and Literacy</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Conduct regular co-curricular revision of texts, colloquia, and other academically purposeful activities to center issues of race and racism, particularly in relation to the institution and the geographic context(s) within which it resides.</li> <li>• Conduct departmental reviews of classroom materials to determine whose voices and experiences are centered, and whose are missing.</li> <li>• Ensure that syllabus re-designs don't just end up including a few readings by authors of color (the additive "Diversity Day" model of curricular inclusion). Think through Universal Design in Learning principles and statements about academic accommodations for disabilities, and ensure that historically under-included perspectives and voices are centered.</li> <li>• Determine which academic programs on campus have been successful at advancing minoritized students and propagate elements of these programs across campus.</li> </ul>

	<ul style="list-style-type: none"> <li>• Practice engaging in departmental and cross-departmental conversations about racial equity and incentivize and support faculty and staff for engaging in the work.</li> <li>• Communicate that the pace of learning about race and discussing race on campus should not prioritize the hesitancy and/or interests of those who have historically held power over actual progress toward achieving equity.</li> <li>• Encourage faculty to seek out linkages between their discipline and social issues and issues related to identity, and to make space at the beginning or end of each class for key events in the news about race or racism.</li> <li>• Provide structured opportunities for students to learn about structural and systemic issues related to their own and other racial groups, in conjunction with the course topic.</li> </ul>
<p><b>Encounters with Racial Stress</b></p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Form a subcommittee on racial stress composed of mental health and counseling professionals, including clinical faculty, particularly those with experience supporting racially minoritized populations. This subcommittee should, whenever possible, center the leadership and direction of counselors that reflect the racial diversity of the institution’s racially minoritized populations.</li> <li>• Institute professional development for faculty and staff to prioritize understanding of the effects of not only racial violence on students, but also microaggressions and their impact on learning and well-being. This professional development should include providing faculty and staff with the skills to confront and intervene when these incidents occur, and asking them to prioritize a consistent message to all students that they are intelligent, of worth, and capable of scholarship.</li> <li>• Create and/or bolster physical spaces and human infrastructure, explicitly and specifically serving marginalized student populations.</li> <li>• Boldly confront long-standing racial problems embedded in the systems and structures at the institution, and communicate that racism is not just individual and overt, but also systemic and covert.</li> <li>• Boldly confront long-standing racial problems embedded in the systems and structures at the institution, and communicate that racism is not just individual and overt, but also systemic and covert.</li> <li>• Practice and prepare for responsible race-conscious crisis scenario response, just as is done with other potential emergency situations on campus.</li> </ul>

<p><b>Appraisals of Institutional Commitment</b></p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Be clear in campus-wide messaging about the opportunities and benefits of racial equity and inclusion on campus.</li> <li>• All key stakeholders should be able to articulate how racial equity and inclusion are tied to the key values and mission of the institution and its strategic plan.</li> <li>• Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.</li> <li>• Adjust campus policies and resource allocations to rectify where racial equity goals are not being met.</li> <li>• Consider that all faculty and staff search committees should go beyond bias reduction training to integrate proactive measures throughout the life cycle of hiring, including retention and promotion, particularly of minoritized faculty.</li> <li>• Practice race-conscious leadership, which includes, for example, engaging in authentic conversations and collaborations with people of color and developing an accurate understanding of the realities of race on campus.</li> <li>• Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class.</li> </ul>
<p><b>Impact of External Environments</b></p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• When assessing campus and external environments for issues surrounding race and racism, consider who the representatives and beneficiaries of existing racist systems are, and policies and practices that have a differential impact by race.</li> <li>• Change policies that disproportionately penalize marginalized student populations.</li> <li>• Prepare to support students who have already experienced racial battle fatigue when they first arrive on campus. Also support students who face anxieties about the physical safety and well-being of their loved ones back in their hometown communities.</li> <li>• Prepare to support students who have already experienced racial battle fatigue when they first arrive on campus. Also support students who face anxieties about the physical safety and well-being of their loved ones back in their hometown communities.</li> </ul>

<b>Objective 3</b>	<i>Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed.</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Recognize patterns of educational outcome disparities among Black, Latinx, Asian-American, and Native American students and contextualize these disparities by situating them within histories of school segregation, exclusion, and discrimination.</li> <li>• Regularly collect and disseminate demographic data so that faculty know whom they are teaching (disaggregated along various axes, including, but not limited to, race, class, gender, first-gen status, etc.)</li> <li>• Detect identity-based blind spots and vantage points related to pedagogy, advising, student affairs and other campus spaces and environments.</li> </ul>
	<b>Racial Learning and Literacy</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Conduct regular co-curricular revision of texts, colloquia, and other academically purposeful activities to center issues of race and racism, particularly in relation to the institution and the geographic context(s) within which it resides.</li> <li>• Conduct departmental reviews of classroom materials to determine whose voices and experiences are centered, and whose are missing.</li> <li>• Ensure that syllabus re-designs don't just end up including a few readings by authors of color (the additive "Diversity Day" model of curricular inclusion). Think through Universal Design in Learning principles and statements about academic accommodations for disabilities, and ensure that historically under-included perspectives and voices are centered.</li> <li>• Determine which academic programs on campus have been successful at advancing minoritized students and propagate elements of these programs across campus.</li> </ul>
	<b>Appraisals of Institutional Commitment</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.</li> <li>• Adjust campus policies and resource allocations to rectify where racial equity goals are not being met.</li> <li>• Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class.</li> </ul>

<b>Objective 4</b>	<i>Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increases student success.</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Regularly convene college and university faculty, in conjunction with experienced staff from centers for excellence in teaching and learning resource centers, to discuss standards of inclusive teaching and ways to engage instructional personnel in developing culturally sustaining and affirming practices.</li> <li>• Offer mini grants as incentives so faculty are encouraged to engage with inclusive instructional design methods.</li> <li>• Regularly collect and disseminate demographic data so that faculty know whom they are teaching (disaggregated along various axes, including, but not limited to, race, class, gender, first-gen status, etc.)</li> <li>• Train staff across the departments of student affairs, auxiliary centers, and campus police and security in meaningful ways to cultivate inclusive environments.</li> <li>• Ensure staff have access to professional development funds and are encouraged to seek opportunities related to developing greater inclusion and equity skills.</li> <li>• Detect identity-based blind spots and vantage points related to pedagogy, advising, student affairs and other campus spaces and environments.</li> </ul>
	<b>Cross-Racial Engagement</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Develop and include an intergroup dialogue course across first-year curriculum.</li> <li>• Create intentional, facilitated opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.</li> <li>• Consider implementing racial healing circles to bring students, staff, and faculty together for truth-telling, restoring trust in relationships, and community re-building.</li> <li>• Equip campus leadership, faculty, and staff with the tools to address race-related controversies of the moment, and to initiate discussions about race.</li> <li>• Develop teams comprised of student affairs professionals, academic advisors, tenure-track and tenured faculty, counseling professionals and other administrators with student-facing roles, across professional rank, and charge them with creating student engagement plans that move beyond dialogue and that provide opportunities for students to interact academically and socially across racial and other identity groups.</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate the message that, despite the difficulty, talking about race is important, and creates opportunities to push students to higher levels of critical thinking and toward better preparation to live in a diverse democracy.</li> </ul>
<b>Racial Learning and Literacy</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Conduct regular co-curricular revision of texts, colloquia, and other academically purposeful activities to center issues of race and racism, particularly in relation to the institution and the geographic context(s) within which it resides.</li> <li>• Conduct departmental reviews of classroom materials to determine whose voices and experiences are centered, and whose are missing.</li> <li>• Ensure that syllabus re-designs don't just end up including a few readings by authors of color (the additive "Diversity Day" model of curricular inclusion). Think through Universal Design in Learning principles and statements about academic accommodations for disabilities, and ensure that historically under-included perspectives and voices are centered.</li> <li>• Determine which academic programs on campus have been successful at advancing minoritized students and propagate elements of these programs across campus.</li> <li>• Encourage faculty to seek out linkages between their discipline and social issues and issues related to identity, and to make space at the beginning or end of each class for key events in the news about race or racism.</li> <li>• Provide structured opportunities for students to learn about structural and systemic issues related to their own and other racial groups, in conjunction with the course topic.</li> </ul>
<b>Encounters with Racial Stress</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>• Form a subcommittee on racial stress composed of mental health and counseling professionals, including clinical faculty, particularly those with experience supporting racially minoritized populations. This subcommittee should, whenever possible, center the leadership and direction of counselors that reflect the racial diversity of the institution's racially minoritized populations.</li> <li>• Institute professional development for faculty and staff to prioritize understanding of the effects of not only racial violence on students, but also microaggressions and their impact on learning and well-being. This professional development should include providing faculty and staff with the skills to confront and intervene when these incidents occur, and asking them to prioritize a consistent message to all students that they are intelligent, of worth, and capable of scholarship.</li> </ul>

	<b>Appraisals of Institutional Commitment</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.</li> <li>Consider that all faculty and staff search committees should go beyond bias reduction training to integrate proactive measures throughout the life cycle of hiring, including retention and promotion, particularly of minoritized faculty.</li> </ul>
	<b>Impact of External Environments</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>When assessing campus and external environments for issues surrounding race and racism, consider who the representatives and beneficiaries of existing racist systems are, and policies and practices that have a differential impact by race.</li> <li>Change policies that disproportionately penalize marginalized student populations.</li> </ul>
<b>Objective 5</b>	<i>Reduce cost associated with instructional materials to support the elimination of equity gaps.</i>	
<b>NACCC Recommended Action Items</b>	<b>Mattering and Affirmation</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>Recognize patterns of educational outcome disparities among Black, Latinx, Asian-American, and Native American students and contextualize these disparities by situating them within histories of school segregation, exclusion, and discrimination.</li> <li>Regularly collect and disseminate demographic data so that faculty know whom they are teaching (disaggregated along various axes, including, but not limited to, race, class, gender, first-gen status, etc.)</li> <li>Map out where resources exist, where overlap exists, and where gaps exist, in order to effectively and equitably allocate and re-allocate resources.</li> </ul>
	<b>Cross-Racial Engagement</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>Develop and include an intergroup dialogue course across first-year curriculum.</li> </ul>
	<b>Appraisals of Institutional Commitment</b>	<b>Examples:</b> <ul style="list-style-type: none"> <li>Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.</li> <li>Adjust campus policies and resource allocations to rectify where racial equity goals are not being met.</li> </ul>

	<b>Impact of External Environments</b>	<b>Examples:</b> <ul style="list-style-type: none"><li>• Change policies that disproportionately penalize marginalized student populations.</li></ul>
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