Section of Original Letter of Interest Area of Focus	Section of A More Detailed Commentary on Area of Focus
A. Faculty Academy of Antiracist, Equity-minded Pedagogy and Classroom Practices 1. Training on equity-minded curriculum (EMP 2.2). 2. Training to develop antiracist courses through the use of anti-racist course development rubrics and equity-minded pedagogical practices (EMP 2.2). 3. Training to center "Equitizing Classroom Practices" that support faculty in applying anti-racist rubrics and incorporating equity-minded pedagogical practices into their teaching and courses, as well as learning about other practices and principles that can lead to more equitable access to learning and course success outcomes (EMP 2.2; AB 1705 PD#1).	1. What are the best trainings for equity-minded curriculum development? What are the biggest challenges for implementing this type of training? 2. What are the most effective rubrics to use for developing antiracist courses? What kind of process should a college use to adopt a rubric? 3. What are the best strategies for promoting the use of an anti-racist rubric and equitizing classroom practices across the college? 4. How can anti-racist rubrics to support equity-minded teaching and student service be developed? 5. How do we measure the effectiveness of these elements?
B. General Professional Development 1. Creating trainings and communities of practices that will improve equitable student outcomes in classes taught by faculty who engage in this community or in counseling that cultivates mentorship, shared reflection, and peer-supported continuous improvement (AB 1705 PD#2-4). 2. ~~Continued support from the Faculty Learning Program (FLP) (EMP 2.4).~~ (This is the same as A1, A2, and A3) 3. Increasing support for faculty, classified staff, and managers to provide individualized student attention (Umoja practices) (EMP 2.1; AB 1705 PD#5). 4. For classified staff, creating communities of practice that cultivates membership to improve equitable student supports. 5. Creating business process-related trainings for classified staff, and managers.	1. What types of professional development collaboration have the biggest impact on equitizing student outcomes? Is there a best process for combining the different types of collaboration? What are strategies for making professional development sustainable while impactful? 2. What are the best ways to support faculty, classified staff, and managers to provide individualized student attention, incorporating Umoja practices? What are the keys to making individualized student attention scalable? 3. How is the creation of communities of practice for classified staff implemented to enhance equitable student support? 4. What are some models for business process-related trainings for classified staff and managers?