

# 13-55 Equity Action Plan

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AY 2022-2023 Submission

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**Implementation Team** Academic Senate - A

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**SVE Issue** Issue 6

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**Problem Statement** Academic Senate wants to address the historical and contemporary racial equity issues within the respective disciplines, as well as intentionally embed culturally responsive pedagogy and engage in ongoing discipline specific professional development around teaching practices into curriculum and learning outcomes, and equity guidelines for Course Outlines of Record.

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## **SVE Goal**

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**Disproportionately Impacted Group** Persons of color, women, LGBTQ, veterans, disabled persons, and the economically disadvantaged.

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**Assumptions** In relation to the Foothill Equity Plan Issue 6, Goal 2, Section B and D, while many faculty are knowledgeable about the historical and contemporary racial equity issues in their disciplines, many are still struggling to include this perspective in their teaching and or struggle to understand how to contextualize this within their disciplines. As stated in Foothill's Strategic Vision for Equity, racism exists in every field, career path, and industry, and all our students are and will be immersed in these racialized environments when they leave us. Many faculty within disciplines such as social science, arts and humanities, literature, and English, are fluent and adept at incorporating racial equity issues into their teaching, but in some disciplines incorporating these concepts and historical perspectives is more challenging. Another friction point relates to the concept of teaching courses as race-neutral. Within our curriculum at Foothill, it is suggested that many disciplines are taught as if they are race-neutral, and fail to identify the explicitly racist historical and societal context underlying the epistemology of their discipline, as well as ongoing implicit biases in their respective fields and professional industries. In addition, students feel limited in the academic opportunities to openly explore and understand systemic racism, and typically only within disciplines that focus on social and human behavior. In all disciplines there are disparities in how course content is prepared to include racial equity issues.

Foothill College has an Office of Equity and Inclusion that supports professional development opportunities for faculty, that includes workshops on culturally competent pedagogy, but there is no systemic process for evaluating and supporting how curriculum is implemented, to ensure cultural competency. The curriculum committee has no system process, such as the ongoing process for Title 5 review of curriculum, to review and discuss all curriculum for a lens of cultural competency. In addition, professional development needs to be ongoing and

systemic, and inclusive of multiple resources and academic support areas, such as Online Learning, the Learning Resource Center and the Office of Equity and Inclusion.

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<b>Outcome</b>	If we have equity guidelines for Course Outlines of Record and Discipline Specific Professional Development then we can create: 1) Guidelines for incorporating Equity strategies in the COR; and, 2) Cultural competency & Race conscience Peer Review program.
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<b>Racial Equity in Outcome</b>	The plan should initiate and implement on-going processes for all courses to be reviewed and define a timeline that is on-going for curriculum review. The plan should establish yearly benchmarks for the number of courses reviewed each year, and document this. This could include a peer-review process, for cultural competency and for discipline specific racial equity content.
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<b>Evidence</b>	<p>Outcome Year 1: n/a</p> <p>Outcome Year 2: Cultural competency &amp; race conscience review begins for 10% of courses in each division as selected by each department</p> <p>Updating/revising CORs to include race conscience curriculum begins for 10% of courses in each division as selected by each department</p> <p>A process for a new, separate Cultural Competency &amp; Race Conscience (CCRC) Peer Review program has begun</p> <p>A center for teaching and learning has been launched and its structure, function and purposed has been communicated to the campus community. The center offers a comprehensive program of professional development and training opportunities for faculty related to increasing their cultural competence and supporting discipline specific professional development as well.</p> <p>Outcome Year 3:</p> <p>The process for a new, separate cultural competency &amp; race conscience Peer Review has successfully been completed by its first cohort of 10% of Faculty by each department (the term Faculty is used here to be inclusive of both FTF &amp; PTF)</p> <p>20% of courses in each division as selected by each department have completed the newly implemented and created process for Cultural Competency &amp; Race Conscience Review</p> <p>20% of CORs in each division as selected by each department have been updated and revised as selected by each department and division</p> <p>The center for teaching and learning continues to expand its service to the campus community and its scope in offering a comprehensive array of professional development opportunities to faculty and staff, metrics in terms of the number of faculty and staff served are documented, and benchmarks established for participation among faculty members.</p>
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<b>Racial Equity in Measurement</b>	A process for a new, separate Cultural Competency & Race Conscience (CCRC) Peer Review program
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<b>Resources</b>	<p>Foothill College Office of Equity and Inclusion, along with the Instruction Office and the deans, Department Chairs and Faculty.</p> <p>The College Curriculum Committee, along with the Academic Senate, the Instruction Office, and deans would need to take on the responsibility of creating both a systemic and systematic</p>
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process for reviewing curriculum from a race-centered and cultural competency focus.

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**Activities**

In the 2022-2023 academic year, the Foothill College Office of Equity and Inclusion, along with the Instruction Office and the deans, will conduct a comprehensive assessment of our existing professional development processes, including support for discipline specific professional development, ongoing trainings, equity-focused trainings, and support provided by areas such as online learning. This assessment will focus on identifying all the current opportunities and processes the college provides to faculty for professional development, training for improving pedagogy, discipline specific trainings and college-wide trainings. As part of this assessment, the college will formulate a plan for coordinating these numerous functions, into a coordinated center for teaching and learning, that provides comprehensive support to faculty for improving teaching and learning and for specifically improving the cultural competency of their teaching and for providing support for discipline-specific professional development to increase the inclusion of racial equity issues. In the 2022-2023 year, the college will engage in a planning process to transform its professional development and current processes for supporting faculty in improving their teaching across all modalities, into a coordinated center for teaching and learning.

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**Timeframe**

Outcome Year 1: n/a

Outcome Year 2: Cultural competency & race conscience review begins for 10% of courses in each division as selected by each department

Updating/revising CORs to include race conscience curriculum begins for 10% of courses in each division as selected by each department

A process for a new, separate Cultural Competency & Race Conscience (CCRC) Peer Review program has begun

A center for teaching and learning has been launched and its structure, function and purposed has been communicated to the campus community. The center offers a comprehensive program of professional development and training opportunities for faculty related to increasing their cultural competence and supporting discipline specific professional development as well.

Outcome Year 3:

The process for a new, separate cultural competency & race conscience Peer Review has successfully been completed by its first cohort of 10% of Faculty by each department (the term Faculty is used here to be inclusive of both FTF & PTF)

20% of courses in each division as selected by each department have completed the newly implemented and created process for Cultural Competency & Race Conscience Review

20% of CORs in each division as selected by each department have been updated and revised as selected by each department and division

The center for teaching and learning continues to expand its service to the campus community and its scope in offering a comprehensive array of professional development opportunities to faculty and staff, metrics in terms of the number of faculty and staff served are documented, and benchmarks established for participation among faculty members.

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**Deliverables**

The Foothill College Curriculum Committee in the 2022-2023 academic year, will need to take on the task of creating a process

for reviewing curriculum from a cultural competency and racial equity discipline specific focus. The first step in the process, is for committee members to agree that this is an appropriate task and responsibility for the committee, and to agree that it holds the ownership and responsibility for making improvements in college curriculum related to cultural competency and racial equity. This is a new role for the committee and therefore, it will take time for committee members to talk through this first step, and then taking the next steps, which will be to outline a plan for creating processes for this to happen. As achieving this goal will take a variety of approaches, there could be multiple processes that are enacted and defined to improve culturally competent teaching and racial equity focus within the disciplines, but the Curriculum Committee must take the first step to owning this responsibility and then laying out a plan for the current year, to create systemic processes.

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**Target Date**

2022-23 - conduct a comprehensive assessment of our existing professional development processes, including support for discipline specific professional development, ongoing trainings, equity-focused trainings, and support provided by areas such as online learning.

2023-24 - Develop and create a Cultural Competency & Race Conscience (CCRC) Peer Review program

2024-25 - Center for teaching and learning continues to expand its service to the campus community and its scope in offering a comprehensive array of professional development opportunities to faculty and staff, metrics in terms of the number of faculty and staff served are documented, and benchmarks established for participation among faculty members.

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**Dimensions of Change**

Structural (college-wide barriers, policies, institutional practices)

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**Area of Impact**

Student Outcomes (change in metrics like course completion, transfer rates, degree attainment, etc.)

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