

13-55 Equity Action Plan

AY 2022-2023 Submission

Implementation Team Academic Senate - B

SVE Issue Issue 13

Problem Statement An equity-minded curriculum and instruction are integral to students' sense of belonging and classroom community. Classroom environments should be welcoming and safe for students, particularly students of color, to foster learning and growth. Choosing not to address issues of race in disciplines thought to be "objective" for example, leaves students ill-prepared to understand how systemic racism is upheld in each discipline. This can suppress student desires to be leaders in disrupting it, and more importantly lead to cognitive dissonance and increased stress when students do experience racism in fields that they were taught are not affected by race.

SVE Goal

Disproportionately Impacted Group Students of color identified with low completion rates, with emphasis on African American, Latinx, and Pacific Islander groups.

Assumptions This curriculum process has proven effective for the past 30 years since it engages faculty from different departments and divisions to review and consider courses with student equity in mind. With approved curriculum guidelines, it becomes the responsibility of all those in the curriculum process from the course author to the sub-committee, and up to the Academic Senate to implement these principles and create a process that supports the creation of a race-conscious course outline, which educates students in the history and ongoing racism implicit and explicit in different disciplines.

Outcome Multiple stakeholders are needed to support this new process. First, faculty will need to reexamine and reimagine what a quality, equity-minded education looks like by authoring curriculum that is explicitly race-conscious. If we desire to serve students of color well in our classrooms, we need to write the curriculum and design pedagogy with this in mind from the start. When faculty submit a Course Outline of Record for review and approval at the division and campus wide level, course authors will need to identify the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline's historical and contemporary racial equity issues.

In addition, administrators as well as students who serve on the college-wide Curriculum Committee must also analyze the CORs up for review and work towards making improvements. Administrators on the committee can communicate with the faculty and other education professionals to ensure an accurate

analysis is made, and more importantly provide resources for guiding and supporting this process.

Racial Equity in Outcome	Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines. Shifting the curriculum to reflect students' backgrounds, or even engaging them in how the course develops over the term, can completely change the dynamic of a class and consequently their transfer to baccalaureate degree institutions or completion towards a certificate or associates degree. With efforts to address the curriculum, a student can see themselves and their lived experiences in the learning.
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Evidence	Revised course outlines of records aligned with new equity minded guidelines.
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Racial Equity in Measurement	Outcome Year 2022-23: Course Outline Guidelines Outcome Year 2023-24 20% of the college's Course Outlines of Record (COR) will be subject to the new guidelines Outcome Year 2024-25: 40% of the college's Course Outlines of Record (COR) will be subject to the new guidelines
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Resources	<p>Multiple stakeholders are needed to support this new process. First, faculty will need to reexamine and reimagine what a quality, equity-minded education looks like by authoring curriculum that is explicitly race-conscious. If we desire to serve students of color well in our classrooms, we need to write the curriculum and design pedagogy with this in mind from the start. When faculty submit a Course Outline of Record for review and approval at the division and campus wide level, course authors will need to identify the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline's historical and contemporary racial equity issues.</p> <p>In addition, administrators as well as students who serve on the college-wide Curriculum Committee must also analyze the CORs up for review and work towards making improvements. Administrators on the committee can communicate with the faculty and other education professionals to ensure an accurate analysis is made, and more importantly provide resources for guiding and supporting this process.</p>
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Activities	<p>The curriculum approval process provides the greatest opportunity to ensure that new or updated courses are race conscious. Specifically, the submission of the Course Outline of Record (COR) can identify the structural racism which exists in disciplines through the different elements of the COR such as the course objectives, course content, the method of evaluation, and/or the representative texts used.</p> <p>The College Curriculum Committee is a sub-committee of the Academic Senate and has been tasked with the responsibility to establish and approve campuswide curriculum policies. In addition, the Foothill College curriculum process has included divisional review of course outlines, thus providing the authority as subcommittees of the College Curriculum Committee to (1) Review curricula to ensure compliance with Title 5, other state/local regulations and accreditation standards; (2) Recommend approval of new and revised Course Outlines of Record; (3) Recommend approval of new programs and program revisions to the College Curriculum Committee; (4) Recommend</p>
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approval of Stand-Alone courses to the College Curriculum Committee; and (5) Review curricula with faculty for student equity considerations/cultural competency, which may include content, delivery, and/or assessment.

Timeframe	Outcome Year 2022-23: Course Outline Guidelines Outcome Year 2023-24 20% of the college's Course Outlines of Record (COR) will be subject to the new guidelines Outcome Year 2024-25: 40% of the college's Course Outlines of Record (COR) will be subject to the new guidelines
Deliverables	Course Outline of Record
Target Date	Outcome Year 2022-23: Course Outline Guidelines Outcome Year 2023-24 20% of the college's Course Outlines of Record (COR) will be subject to the new guidelines Outcome Year 2024-25: 40% of the college's Course Outlines of Record (COR) will be subject to the new guidelines
Dimensions of Change	Structural (college-wide barriers, policies, institutional practices)
Area of Impact	Organizational Policies and Practices (structures in the college organization and overarching policy)
