

| Demand-Related Comments | |
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| Mental Health | Jayme Albritton (student): Mentioned previously bringing up the need for Foothill to hire a Black therapist for students dealing with racial trauma who need to speak to someone familiar with the subject (through lived experience and/or profession). |
| Financial Literacy | Students were actually able to learn more about this topic by reading the open letter and see its importance. |
| Outreach to Black and African American Students | (Though not specifically referencing this demand, this student brought up outreach and so I wanted to include this quote here.) Jimmy Hawkins (student): “And I've always just attended predominantly white institutions and I think just as a Black student, just having a call for Ethnic Studies or just any sort of recognition on campus is always great. It's why I joined the outreach department in the first place. Just as a first-generation student and student of color, these are real boundaries to people navigating academia. So I think just having an improved experience for students of color specifically is always great.” |
| Ethnic Studies | Overall, the demand most referenced throughout the event was Ethnic Studies. Andre Meggerson mentioned the concern around the lack of attention on the 11 other demands, appropriately highlighting the need to foster more discussion around these other demands. |

| Commentary/Quotes Regarding Shared Governance Responses to the Letter |
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| Susie Huerta: “ I would like to see more collaboration or direct discussions between the governance bodies in order to identify the resources that we do have, and also the resources that we are lacking. That allows us to address the various issues in the letter that maybe our specific governing bodies feel like they don't have the purview to or they don't, like as Carolyn was saying, that we have to ‘stay in our lane,’ I think there are opportunities for us to find those connecting points.” |
| Jayme Albritton (student): “I feel like we received a response only because we demanded it; it was part of what we asked for. So I feel like personally, it's not enough. I think there needs to be more done than, like, ‘this is what we can do and what we can't do’ and a ‘we can't do that,’ that's just a flat out ‘No.’ And you know, it's hard to hear... I would like to see more committees be directly involved in focusing on the letter in itself, like a committee working with the letter and only focusing on that. ” |
| Mariam Touni (student): “There's only so much you can do from responding to a letter. It really comes back down to like the action of it all. At the end of the day, are you going to be there when students are saying, ‘hey, I want to see people in like in academia that look like me.’ I really |

want to make sure that you know when I step into a classroom, I'm not met with any sort of like...I want the hyper-awareness of the biases that people could carry...**That knowledge that yeah, my campus cares for me! Like my campus actually cares that because of the color of my skin, I have these certain types of roadblocks. And my school understands that and my school is trying to stop that.**"

Mike Mohebbi shared that letter responses "need to be codified into college operations and processes." An example of this would be Classified Senate's resolution in response to the request for a response and changing college policies, as Carolyn Holcroft alluded to when she stated how this is "a good opportunity for us to think about the presence of race and the power dynamics in our governance structures."

Carolyn Holcroft: "But also that making sure people stay in their lanes is a hallmark of whiteness. And so how do we get at and untangle that from being in the way of our progress moving forward as a college? The idea of drafting the formal response to the letter I think is really, really important. **And I also want to advocate that we not stop there that we continue to push ourselves. Not only to hold ourselves accountable to the responses that we've written in our current letters but also as we continue to have these conversations about what is our role, what's our purview, what's what. What are the barriers wrapped up in those ideas?** What's been started in this letter will really lead to culture change at Foothill in many different ways. And normalizing conversations, normalizing student leadership and student importance in governance, student agency in governance, I hope that we can keep that moving forward."