

EQUITY STRATEGIC PLAN

Draft Issues for Faculty Discussion

Thank you for taking the time to meet with the Equity Team to speak about the latest draft of the Equity Plan. We've pulled a couple of Issues and Goals from the draft plan to use as examples for our discussion this week. These have been updated slightly from the draft that was published on September 11th, so you are seeing the most up to date edits. As we continue to edit and fine-tune the final draft for December, your thoughts and feedback will help as we move through that process.

As you read through the excerpts below, please ask yourself and begin to think about your responses to the following guided questions. When we meet, we will use these questions as the base of our conversation. Thank you in advance!

1. The issues are named in **bold**, followed by a narrative to help explain and provide evidence of the issue, crafted using campus input, current scholarship, and data, when available. How do these narratives land with you? What are some initial thoughts?
2. In terms of the goals that our outlined below the Issue and narrative, how do these sound? Do you see a way that these goals connect back to you? Your department? The campus?
3. Do you have additional goals you would like to add?
4. What are some ideas of action items that you or your department can implement to meet these goals?
5. How can the Office of Equity partner with you as you begin to think about actions and activities? What support do you anticipate needing?

ISSUE DRAFT #1

Many disciplines perpetuate the myth that they are objective and race-neutral.

We know that our students will go on to face racism in every field, career path, and industry. While the students recently called out STEM in their open letter to the college, the myth of objectivity can manifest in every discipline. This typically leads us to offer siloed academic opportunities for students to openly explore and understand systemic racism only within particular disciplines that focus on social and human behavior. Choosing not to address issues of race in disciplines thought to be "objective" not only leaves students ill-prepared to understand how systemic racism is upheld in each discipline and be leaders in disrupting it, but worse, can lead to cognitive dissonance and increase stress when students experience racism in fields that they were taught are not affected by race.

Maintaining the myth of discipline objectivity is also problematic for Foothill faculty, especially part-time faculty, who want to discuss and address racism in their fields but may be explicitly or implicitly discouraged from doing so by other faculty, staff, and or administrator colleagues and/or by our bureaucratic curriculum systems. *[Potentially highlight some examples of people who are doing this already – e.g. some of the faculty in biology, math]*

"Educators need to address topics such as systemic racism, social activism, and service leadership in classrooms. We believe these discussions can take place across disciplines and should be addressed not only in classes with a more obvious association to racial inequity, but even in disciplines such as STEM. The students in these courses, who will eventually go into health and STEM careers, need to be prepared to address equity and be anti-racist in their fields." ¹

¹ Foothill Student Open Letter, June 2020

Explore a path for people to examine/reimagine, keeping in mind the original intent of CCCs was not to serve minoritized students. (Originally intended for wealthy White males). If we're trying to serve students of color we need to write the curriculum with this in mind from the start.

Goal 1: Pedagogy and curriculum is race conscious.

- A. Faculty are knowledgeable about the epistemology of their disciplines, especially of the contributions of racially diverse "scholars," and curriculum includes this epistemology.
- B. Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines and include in their course curricula
- C. Faculty are aware of approaches for using their discipline to prepare students to be social justice leaders

Goal 2: Faculty feel supported in their efforts to continually learn about the origins of their disciplines and iteratively refine their teaching.

Goal 3: The Academic Senate and the Faculty Association support practitioner efforts to achieve goals 1 and 2 by removing structural barriers embedded in areas: What role can the organization play? Where instead of how? Hiring/tenure/curriculum committees. What are their objectives and how do we embed equity in their objectives? Include example of perspectives on purpose of tenure review process. Support or interrogation/weeding out? CCC ensures policies and procedures do not perpetuate racial inequity.

- A. Tenure processes are reviewed and reimaged in a way that supports probationary faculty, tenure review committee members, and mentors in normalizing the practice of being race conscious while being supportive of continuous learning around this issue.
- B. Faculty evaluations are seen as an opportunity to continuously build on the quality of our teaching, replacing the aim of perfectionism built into the process for one that values growth and improvement.
- C. Academic Senate, in collaboration with the College Curriculum Committee, reviews and reimagines curriculum policies and processes to ensure they are race-conscious. Where disproportionate impact is the outcome of policy implementation or compliance, the college takes local action to mitigate it and when necessary, works in conjunction with administration to advocate for change at the board and/or state level.

ISSUE DRAFT #2

Insufficient culturally responsive, relevant and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color.

There are numerous benefits to hiring and retaining diverse faculty. Minoritized students experience higher rates of success², diversity increases student and employee retention, the likelihood of implicit bias is reduced, and increasing faculty diversity helps all faculty better integrate multicultural and culturally responsive pedagogy³. [*Need most recent demographic data from district here.*]

As important as who is teaching a course is how and what is taught. Gloria Ladson-Billings argues that by focusing on student learning and academic achievement versus classroom and behavior management and cultural competence versus cultural assimilation, students will take both a

² Fairlie, R.W., Hoffmann, F., & Oreopoulos, P. (2011). A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom. NBER Working Paper No. 17381. National Bureau of Economic Research.

³ [Vision for Success Diversity, Equity and Inclusion Task Force 2020 Report](#)

responsibility for and a deep interest in their education. She affirms that this is the secret behind culturally relevant pedagogy, the ability to link principles of learning with deep understanding of and appreciation for culture. This is the place, she says, where the concept of pedagogy “shifts, changes, adapts, recycles, and recreates” the classroom, shifting marginalized students into a place where they become subjects in the instructional process, not mere objects.⁴ This places students and their lived experiences at the center of the learning, not the periphery.

It is also being noted by students that curriculum taught by the campus learning communities should be more widely used in other disciplines. “The Umoja program’s curriculum emphasizes African American culture, experience, and history- this curriculum should be present in other English, history, literature, and philosophy classes that are not a part of the program. Hearing diverse perspectives is monumental in shaping our views against anti-racism.”⁵

Goal 1: Planning and decision-making is informed by regular review of quantitative and qualitative data.

Goal 2: Increase the racial diversity of our faculty, staff, and administrators

Goal 3: Retain racially diverse employees

Goal 4: Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy

Goal 5: Ensure content and pedagogy are inclusive of and created with communities of color in mind

Representation, diversity, and cultural relevancy in education matters. For students of color, having diverse faculty teaching and centering their stories allows for a reflection of themselves not only in the learning, but in the leadership, and to highlight how their communities have historically contributed to all fields of study.

⁴ Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review*, 84(1), 74-84.

⁵ Foothill Student Open Letter, June 2020