

## Target outcomes for 2022-2025

### Measurements

Outcome Year 1: n/a

- Outcome Year 2: [Cultural competency & race conscience review begins for “[X-number] of courses”, as selected by each department and division
- Updating/revising CORs to include race conscience curriculum begins for “[X-number] of courses” as selected by each department and division
- A process for a new, separate cultural competency & race conscience Peer Review program has begun [create a catchy name of the review process with fun and cool acronym here]
- 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 Faculty (the term *Faculty* is used here to be inclusive of both FTF & PTF)
- “[X-number] of courses” have completed the newly implemented and created process for Cultural Competency & Race Conscience Review
- “[X-number] of CORs” 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.

### Structure Evaluation: Friction Points

#### Friction Points: Current Structure

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population? (2,500 Character Maximum)

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.

### **Structure Evaluation**

#### **Current Structure**

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? (2,500 Character Maximum) NOTE: Pick 1 below.

#### **Instruction**

The curriculum process and the process for providing professional development for faculty related to including culturally competent teaching into their disciplines and their course outlines, is currently two distinct processes and or separate functions. The curriculum process does not have a systemic process to review and include cultural competency into the curriculum review process. The professional development process, which is supervised by the Office of Equity and Inclusion, provides a rich array of workshops and trainings related to racial equity issues and cultural competency and overall pedagogy, The Office of Online Learning also supports a wide range of training and professional development opportunities for faculty, including Peer Online Course Review (POCR) and individualized support and training related to quality online teaching and quality teaching for all modalities. These areas and functions operate with loose affiliation and coordination, but there is no systemic integration of curriculum review related to cultural competency and integration of faculty support functions related to improving teaching and learning and including culturally competent teaching into the discipline.

#### **Wrap Around Services**

[text]

#### **Budgeting & Administration**

[text]

General Operations

[text]

Other

[text]

### **Ideal Structure**

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 Character Maximum) NOTE: Pick 1 below.

Instruction

Creating a systemic process by which faculty review their curriculum and pedagogy for cultural competency and for the inclusion of racial equity issues, that is supported by a coordinated and holistic program of professional development, would facilitate a shift to equitable outcomes. An equity-minded practice how Faculty can initiate positive a shift to equitable outcomes is through more frequent and recurring professional development for respective discipline level of each department. This will provide resources and training for all faculty to engage in cultural competency and race conscience pedagogy and help break down the racism that currently exists in each respective field and professional industry, well as address the concept that disciplines are taught as if they are race-neutral, and fail to identify the explicitly racist historical and societal context.

Wrap Around Services

[text]

Budgeting & Administration

[text]

General Operations

[text]

Other

[text]

### **Structure Evaluation: Necessary Transformation to Reach Ideal**

#### **Necessary Transformation to Reach Ideal**

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one? (2,500 Character Maximum) We believe the structural changes would be related to how Department Chairs and Faculty (the term *Faculty* is used here to be inclusive of both FTF & PTF) collaborate and communicate with our Curriculum Committee.

The College Curriculum Committee, along with the Academic Senate, the Instruction Office, and deans would need to take on the responsibility of creating a systemic process for reviewing curriculum from a race-centered and cultural competency focus. Specifically, the college will need to adjust its policies and practices in regards to writing new course proposals, updating course outlines, and reviewing current curriculum to ensure there is intentional and relevant cultural competency and race conscience content.

This would be a new role and responsibility for the college curriculum committee, and it would need to agree that it has the responsibility for reviewing curriculum beyond Title 5 updates, and then take on the task of creating a new process for reviewing curriculum from a cultural competency and racial equity lens. The Foothill culture of innovation is an asset in embracing this change. The Curriculum Committee, department chairs, and faculty will need to be open-minded and willing to accept new strategies and workflows in writing new course proposals, updating CORs, and reviewing current curriculum that has intentional Cultural competency & race conscience content. Embracing the challenges that will be faced when implementing and acting on these new changes.

To empower and prepare Foothill's Curriculum Committee and faculty, they will need to have more frequent training, resources, and Professional Development to better analyze and review new course proposals, updated course outlines and current curriculum. We are aware that Curriculum Committee and faculty will need to be incentivized to complete and commit to the time it takes to complete Professional Development and additional training. In addition, the current structures for professional development, would need to be reorganized, to create a centered approach to faculty support, support of teaching and learning across all modalities and support of updating curriculum and faculty pedagogy, for improved outcomes in culturally responsive teaching and discipline specific racial equity content.

### **Action**

#### **Action Steps**

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 Character Maximum)

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.

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.

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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