Target outcomes for 2022-2025

Completion

Measurements
Outcome Year 1: n/a
Outcome Year 2: 20% of the college's Course Outlines of Record (COR) will be subject to the
new guidelines
Outcome Year 3: 40% of the college's Course Outlines of Record (COR) will be subject to the
new guidelines

Structure Evaluation: Friction Points

Friction Points: Current Structure

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.

Furthermore, 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.

Structure Evaluation

Current Structure

A process currently in place that evaluates courses on a regular basis is the curriculum approval process. This process involves both faculty and administrators from multiple levels. This process is deliberate with review and recommendations made from a division up to college-wide level to for approval of both current and new courses. The curriculum process adheres to a set of policies and guidelines that are either legislated, created and approved by the curriculum committee, and/or both. In creating an equity-minded curriculum, the curriculum committee can decide to adopt a set of guidelines that can address structural racism in all disciplines.

A survey of the curriculum at Foothill suggests that many disciplines are taught as if they are race-neutral, and they fail to identify the explicitly racist historical and societal context underlying the epistemology of their discipline, as well as ongoing implicit biases in their fields. The myth of objectivity can manifest in every discipline. Students typically only have siloed

academic opportunities to openly explore and understand systemic racism, and typically only within particular disciplines that focus on social and human behavior.

Ideal Structure

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.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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.

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 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.

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.

Action

Action Steps

Framed by the guiding principles of ownership, assessment and sustainability, the Office of Equity has identified four approaches that will be used to ensure the college is moving current practices towards more equitable outcomes. Section leads will be identified, consisting of at least one administrator, paired with at least one faculty or staff colleague. Teams will act as points of contact for the various sub sections identified within Equity Plan 2.0 (i.e., Successful Enrollment, Completed Transfer-Level Math and English, Persistence: First Primary Term to Secondary Term, Transfer and Completion) and will work with various stakeholder groups to develop specific action plans that make intentional connections to the Strategic Vision for Equity plan. Action plans, created by the Office of Institutional Research and Planning, will help section leads to further flush out and identify resources, activities, milestones and collect evidence in pursuit of creating more equitable structures that support student success. Last, over the next three academic years (i.e., 2022-2023, 2023-2024 and 2024-2025) section leads will create follow up action plans. Plans will build off past actions and ensure we are closing the assessment cycle and applying new knowledge to future endeavors.

Promoting transparency and accountability, action plans will be hosted on the Office of Equity webpage (https://foothill.edu/equity/).

Appendix

Currently, the college-wide Curriculum Committee reviews and discusses Course Outlines of Records (COR) prior to sending a course for approval to the FHDA Board of Trustees. With this important role in the curriculum process, this decision body can develop COR guidelines which can then be approved by the Academic Senate. Discussions on how to introduce a race conscious COR started in AY 2021-22. In the AY 2022-23, the curriculum committee will take the charge of creating the guidelines for course authors and elicit feedback from constituents for suggestions and revisions for approval by the end of the academic year. Implementation will begin starting AY 2023-24 with the goal of 20% of the college's Course Outlines of Record (COR) subject to the new guidelines. Every academic year thereafter, an additional 20% will be subject to the guidelines, with the goal of achieving 100% at the end of the fifth year of implementation.