

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]

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

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 regards to Issue 6, Goal 2d there are several friction points to address. One being the issues of racism already existing in each respective field and professional industry. As stated in Foothill’s Strategic Vision for Equity there is 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.

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 particular disciplines that focus on social and human behavior.

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

In regards to Faculty using culturally responsive pedagogy and engage in ongoing professional development around their teaching practices (Issue 6, Goal 2d) there are several challenges.

While Foothill offers many Profession Development opportunities that relate to culturally responsive teaching and culturally responsive pedagogy, what's missing is Professional Development at the specific discipline level for each respective department and division. This is a challenge in itself as there may not be enough Faculty available to coordinate and facilitate these workshops.

Funding for these Professional Development workshops within the specific discipline level for each respective department and division could also be a challenge. Providing compensation for the instructors and Faculty may hinder such workshops from being created and deter Faculty from participating

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.

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 & race conscience pedagogy and help breakdown 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.

Procedurally Foothill will create a systemic and on-going cultural competency & race conscience pedagogy review process led by Curriculum Committee. We can plan to have "[X-number] of courses" reviewed each year, with the goal to have **all** Foothill courses reviewed by "Year [date]".

In addition, Foothill will initiate and implement a re-curing and on-going review process once all courses have bene reviewed. For example, "every 2-years all courses are reviewed for Cultural competency & race conscience pedagogy" by "Year [date]".

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.

Specifically, Foothill will need to adjust its policies and practices in regards to writing New Course Proposals, updating CORs, and reviewing current curriculum to ensure there is intentional and relevant Cultural competency & race conscience content.

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 CORs, and current curriculum.

As with more training comes more time commitment. 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, Foothill culture in terms of how Curriculum Committee, Department Chairs, and Faculty are 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.

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)

- Create a systemic, on-going review led by Curriculum Committee by “Year [date]”
- “[X-number] of courses” are reviewed every year, and have all course reviewed by “Year [date]”
- Initiate and implement a re-curing on-going review process once all courses have been reviewed. For example, “every 2-years all courses are reviewed for Cultural competency & race conscience pedagogy” by Year 2
- Cultural competency & race conscience review begins for “[X-number] of courses”, as selected by each department and division by Year 3
- Updating/revising CORs to include race conscience curriculum begins for “[X-number] of courses” as selected by each department and division by Year 2

- 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]
- 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 & PFF)
- “[X-number] of courses” have completed the newly implemented and created process for Cultural Competency & Race Conscience Review by “Year [date]”
- “[X-number] of CORs” have been updated and revised as selected by each department and division by “Year [date]”