



Academic Senate Resolutions for Consideration June 2020

Adopted June 22nd, 2020

Faculty Anti-Racism Leadership at Foothill College

Whereas, Foothill College faculty have long championed student equity and have worked tirelessly to attempt to disrupt the historical systemic racism that cause the persistent, identifiable, predictable, race-based differences in educational access and outcomes for our students (i.e. the “equity gap”);

Whereas, the students of Foothill College and California Community College Chancellor Eloy Oakley Ortiz have called on us to act with urgency and intentionality to support the goal of racial equity, and have presented us with specific recommendations for action;

Whereas, we realize that eliminating historical systemic racism in our institution will require change at every level of the college, including curriculum, pedagogy, and classroom culture, and as these that fall solely within faculty purview, we are the only ones with the power to create the essential changes in these areas;

Resolved, we act upon our expressed solidarity with our Black students and community members by committing to engaging in open and frequently uncomfortable dialogue about structural racism at Foothill and our roles as faculty agents within that system;

Resolved, that the Foothill Academic Senate produce a vision of inclusive classrooms and anti-racism curriculum and pedagogy consistent with the suggestions proposed by the students of Foothill College and the CCCC; and,

Resolved, that the Foothill Academic Senate work with administrative leaders to develop an action plan (that will be included as part of our campus’ Strategic Equity Plan) to implement our vision.

Creation of Ethnic Studies Department

Whereas, California Title 5, Section 55063 (b)(2) states that “Ethnic Studies will be offered in at least one of the areas required by subdivision (1)”, (i.e., Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality);

Whereas, the California Community Colleges Chancellor’s Office lists Ethnic Studies as a discipline;

Whereas, ethnic studies classes can provide students safe academic spaces to study race, ethnicity, indigeneity with a focus on the experiences and perspectives of people of color within the United States and to practice theories of resistance and liberation to eliminate racism and other forms of oppression;

Whereas, Foothill College's Equity statement is "Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race;

Resolved, that the Academic Senate support the teaching of Ethnic Studies at Foothill College; and

Resolved, that the Academic Senate work with the college administration as well as the relevant faculty and division curriculum committees to create a department of Ethnic Studies during the 20/21 academic year with the goal of the hiring at least one full-time faculty and a college commitment to the ongoing health and development of the program.

Faculty Leadership in Foothill College's Strategic Equity Plan

Whereas, Foothill College faculty have long championed student equity and have worked tirelessly to attempt to disrupt the historical systemic racism that cause the persistent, identifiable, predictable, race-based differences in educational access and outcomes for our students (i.e. the "equity gap");

Whereas, as equity champions, we work for equity transformation at our College to interrupt the predictable race-based consequences of our policies and practices; and

Whereas, consistent with the Chancellor's Office Call to Action's suggestion to focus on outcomes over compliance, we must publicize our deliberate and race-conscious intentions for equity transformation through an Equity Plan to guide the actions of everyone in our college community; be it hereby

Resolved, that the Foothill Academic Senate work with our Office of Equity to thoughtfully craft our Equity Plan that we call Equity 2.0 to express this vision of equity transformation at our College; and, be it further

Resolved, that the Foothill Academic Senate hold ourselves accountable to our vision of equity transformation by agendizing equity issues in support of Equity Plan 2.0 at every meeting in the coming academic year.

Faculty Leadership around Foothill Campus Climate

Whereas, our entire college community is profoundly impacted by the worst social unrest since 1968, the worst economic outlook since 1933, and the worst public health crisis since 1918;

Whereas, the social, economic, and public health effects of these events make it more difficult for us to build community and create inclusive and safe learning environments for our students;

Whereas, the social unrest directly challenges us to reflect on how our college and our entire educational system have served as instruments to perpetuate racial inequality; be it hereby

Resolved, that the Foothill Academic Senate collaborate with Associated Students of Foothill College, Foothill Classified Senate, college and district leadership, campus police, and student services administrators to create a forum for open and honest conversation about how we can come together as

an educational community and ensure that Foothill is an inclusive and safe learning environment; and, be it further

Resolved, that the Foothill Academic Senate work with other campus leaders to develop and implement new tools to build our educational community and an inclusive and safe learning environment for students in the virtual world as well as the physical campus.

REFERENCES

- **Open Letter to Foothill College's Academic Senate** dated Friday, June 12, 2020 from FHDA Board of Trustees 2019-2020 Foothill Student Trustee Tiffany, FHDA Board of Trustees 2020-2021 Foothill Student Priya Vasu, Foothill College 2019-2020 BSU President Moremi Mabogunje, Foothill College 2019-2020 Puente Member Joshua Contreras
- **Open Letter to the California Community Colleges** family from the California Community Colleges Chancellor's Office dated June 5, 2020
 - **Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.** As campus leaders look at overall campus climate, it is equally critical that faculty leaders engage in a comprehensive review of all courses and programs, including non-credit, adult education, and workforce training programs. Campuses need to discuss how they give and receive feedback and strive to embrace the process of feedback as a productive learning tool rather than a tool wielded to impose judgment and power. Faculty and administrative leaders must work together to develop action plans that provide proactive support for faculty and staff in evaluating their classroom and learning cultures, curriculum, lesson plans and syllabi, and course evaluation protocols. Campuses also need to look comprehensively at inclusive curriculum that goes beyond a single course, such as ethnic studies, and evaluate all courses for diversity of representation and culturally relevant content. District leaders should engage with local faculty labor leaders to review the tenure review process to ensure that the process promotes and supports cultural competency. Additionally, districts should be intentional about engaging the experiences, perspectives and voices of non-tenured and adjunct faculty in the equity work of the campus. This work must be led in partnership with campus CEO's/Presidents, college faculty, chief instructional officers, chief student service officers, the ASCCC, the Student Senate for California Community Colleges (SCCCC) and campus student leaders.
 - **District Boards review and update your Equity plans with urgency.** It is time for colleges to take out their Equity Plans and look at them with fresh eyes and answer the question of whether it is designed for compliance or for outcomes. College leaders, both administrative and academic, must have candid conversations about the limitations and barriers to pushing their equity plans and agenda further, and where there are opportunities and support to accelerate the work. Colleges will need to pull together a

cross-campus team, including research, human resources, technology, faculty, support services, classified staff and others to focus on naming the barriers, identifying solutions, and then rallying the full campus to engage in meeting the needs. Equity plans must take into consideration the non-credit and adult education students, who consist of close to a million students in our system and make up some of the most vulnerable and socially disadvantaged groups. We have all seen campuses do what was previously considered impossible as they responded to COVID-19; it is time to channel that same can-do attitude and community resolve towards addressing equity and structural racism. This work must be led system wide in partnership with district trustees, CEO's/Presidents and all campus leaders at all levels.

- **Campus leaders must host open dialogue and address campus climate.** The murder of George Floyd, ongoing violence projected in the news, increased unemployment, poverty and inequality impact every single community. Now more than ever, our students, faculty, staff and administrators need to feel a sense of agency and must have open and honest conversations about how we come together as an educational community to keep building inclusive and safe learning environments. Our campuses already use surveys, focus groups and town halls to address campus climate, but building community virtually requires new strategies and tools. This work must be led by our campus CEO's/Presidents in partnership with district trustees, campus police, chief student service officers, campus student leaders and their community.
- June 3, 2020 [“Call to Action” Webinar](#) recording from the California Community Colleges Chancellor's Office