- The request for a full-time faculty position has been submitted and is being ranked in a prioritization process.
- We are participating in ongoing conversations about ways to support the student desire to house this new department in an autonomous division, and we recognize a need to understand better the needs of students, faculty and administrators, and consider resource constraints.
- We fully support the spirit of this demand and recognize (based on specifics of demand and conversations with the students) that this item addresses four areas: curriculum, pedagogy, course policies and faculty evaluation. The first three are areas squarely within the purview of the Academic Senate, so we take ownership and leadership for responding. The fourth, faculty evaluation, is a shared responsibility among Administration, the Faculty Association, and the Academic Senate, and is ultimately a negotiated item between the Administration and the Faculty Association. We welcome the opportunity to engage in dialogue in a review of our existing faculty evaluation policies and procedures.

Academic Senate committed to:

- o Engaging in open and frequently uncomfortable dialogue about structural racism at Foothill and our roles as faculty agents within that system.
- o Producing 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.
- o Working with administrative leaders to develop an action plan (that will be
- The leaders of Academic Senate and its two subcommittees, the College Curriculum Committee and the Committee on Online Learning have been agendizing conversations in support of the above commitments at every meeting to date in 2020-21, with a goal of developing our action plan in support of Equity 2.0 for all three areas (curriculum, pedagogy and course policies) by June 2021.
- We emphasize the purview of faculty, and specifically, the discipline experts, in the creation and review of their curriculum.

We fully support the demand for frequent and ongoing voluntary professional development opportunities for all full- and part-time faculty (especially to accomplish #2 above). Professional development activities for faculty fall within the purview of the Academic Senate, so we take ownership and accountability for this part of the demand.

- Contractually-mandated trainings are not within Academic Senate purview.
- We will work with the Faculty Association and the Administration to ensure faculty are supported (i.e. compensated) to attend these trainings and professional development activities.
- We fully support the spirit of
 - also support expanding this demand to include an effort to increase diversity among College and District administrators and classified staff.
- We recognize that the hiring of faculty is a shared responsibility among many constituencies and offices and does not fall directly within the purview of Academic Senate except to appoint faculty to hiring committees and to DDEAC/HRAC (the joint District Diversity & Equity Advisory Committee and Human Resources Advisory Committee), which is the committee tasked with making recommendations on hiring policies and procedures. We continue our commitment to ensure faculty appointments are done timely and equitably, with invitations to volunteer announced broadly.
- We appreciate the focus on both hiring and retention and support the strategy of formalizing a mentorship program for new faculty, including identifying resources to compensate faculty mentors.
- We will create an Ad Hoc work group of the Academic Senate to further analyze this demand in Winter 2021 and develop proposed strategies by no later than June 2021.
- We fully support the spirit of this demand, and we will recommend to the College President that a Study Group be formed under one of the governance councils and/or the Guided Pathways Team to further analyze this demand and some of the proposed strategies. We recognize the potential for a (stronger) partnership between Counseling faculty and our Outreach offices that we would be excited to explore further, if the appropriate resources are identified to compensate this work.
- We fully support the spirit of this demand, and we will recommend to FHDA leaders (College Presidents and Chancellor) that a Foothill Study Group under one of the governance councils and/or a Districtwide Task Force be formed to further analyze this demand and some of the proposed strategies.
- We fully support the spirit of this demand and would like to further acknowledge that we recognize that many of our students (and faculty!) are suffering because of COVID, and we also recognize that our students of Color are subjected to chronic, ongoing stress by virtue of bein

- We will ask our faculty via a Resolution (which we will seek to approve during Winter 2021), to be mindful of the above, and to be aware of the growing numbers of students reporting mental health issues and suffering from context-specific anxiety, and ensure faculty are provided with resources and are offered professional development opportunities that promote the role of faculty in supporting student mental health.
- We will recommend to the College President that a Study Group be formed under one

- We will create an Ad Hoc work group of the Academic Senate to further analyze this demand in Winter 2021 and develop proposed strategies by no later than June 2021.
- We emphasize the purview of faculty, and specifically the discipline experts, in the creation and review of their curriculum.
- We fully support the spirit of this demand, and while campus safety does not fall under the purview of an academic senate, we recognize that all students must feel safe,
 - which does fall under faculty purview.
- We fully support the District proposal to create a Campus Safety Task Force and will participate enthusiastically with Academic Senate-appointed representatives to this task force, upon invitation of the Chancellor.
- We support district wide conversations around the Juneteenth holiday to explore

individual, cultural, and structural levels forces us to engage in a comprehensive conversation towards how the campus will share the responsibility of providing a

In this work, I also look forward to ongoing collaboration with you and ASFC to bring student voices, perspectives, priorities and demands to our Academic Senate. I value you greatly and