



RESOLVED, that the Foothill College Academic Senate adopts the Onl 0 g3 *nBT()7(Aca)-5(dEq(a)-u

DRAFT

Online Equity Affirmation

February 2022

Foothill College's mission statement reflects our institution-wide commitment to ensuring all students reach their full potential. We recognize that long-_____d that these can manifest in our online course design, teaching practices, and learning support services. As individuals within our institution, each of us

A Note on the Anti-Racism Strategies

-racism strategies that contribute to the reduction of race-based disparities. They are offered as a menu of options from which faculty can choose depending on their own equity data and their individual interests. We suggest picking one or two strategies to focus on first and working to implement those effectively before moving on to other strategies.

We recognize many faculty are already working to implement these anti-racist strategies (and potentially others that need to be included.) Additionally, we recognize not all strategies will be inherently familiar to all faculty. We anticipate faculty may need substantial time and support to explore and implement them in their classes, and most importantly, it will take time and collaboration within and across disciplines to explore, collaborate, implement, and refine. These strategies represent a growing body of knowledge. Many strategies will also help close gaps for other marginalized student groups.

No matter which principle, challenge, or strategy you are using, we advocate that all approaches to continual course improvement be data-informed and utilize the following strategies:

- Instructors routinely review disaggregated data to identify opportunities for improvement

- Regular analysis of success and completion rates allowing practitioners to determine opportunities for improving course and curriculum design and pedagogy

- A focus on trends rather than a focus on a single class or event, which may be idiosyncratic

- Recursive analvemeTf1 0 0 1 77.0n7.0n7.0n7.0n7.Tf1 Ong on theigy1(r)-7() 77.0n7.0n7.0n7n11()5(co)11 0 72 612 reW*n1802 0 72 612 reW*tle

Overarching principle	Equity Challenge	Anti-Racism Strategies for Designing and Promoting Equity
<p>1. Careful consideration of the Content, a.k.a. Body of Knowledge, during COR creation and (T5) reviews</p>	<p>Many of our CORs were developed before we were racially conscious and therefore unintentionally privilege a Eurocentric White male perspective. Assumptions about canon including overarching outcomes and granular course objectives often reflect a hegemonic view of what content should be included. Traditional disciplinary canon has viewed knowledge through a hegemonic, Eurocentric lens that elides the contribution of diverse peoplesⁱⁱ. Students have a right to see their own culture represented in the materials we teachⁱⁱⁱ, and educators have an ethical responsibility to include voices (v)21(e)-6()7(a)#6gran</p>	

Overarching principle	Equity Challenge	Anti-Racism Strategies for Designing and Promoting Equity
<p>individual-instructor) (*the materials selected by the instructor to convey the body of knowledge and help familiarize students with ideas in the discipline)</p>		
<p>3. Critical analysis of summative assessment strategies</p>	<p>Online courses have been developed from traditional methods of teaching which often privilege specific ways of assessing student learning that are tacitly biased and may increase stereotype threat. Universal design supports examining assumptions in ways that reveal hidden biases and enable multiple modes for teaching and learning content and skills.</p>	<p>Faculty engage in opportunities to learn about biases associated with traditional assessment techniques such as multiple-choice tests, written essays, short answer tests, etc.</p> <p>Activities and assessment are rigorous and designed to help all students grow as independent, critical thinkers</p> <p>Students have options for how they provide evidence of their learning and mastery of concepts. E.g. multimedia</p> <p>Student learning is evaluated based on a variety of artifacts, none of which individually contribute a substantial portion of the final grade in the course</p> <p>4Avoid high stakes assessments that measure a ^f assessment, and not the content or skills necessary to demonstrate achievement of the learning outcomes.</p> <p>Rubrics and descriptors for desired outcomes are included in assessment activities as well as</p>

Overarching principle

Equity Challenge

Anti-Racism Strategies for Designing and Promoting Equity

Students should be invited to participate in the development of community norms

Instructors should monitor discussions and interactions with an eye toward preventing microaggressions

Opportunities for community-building and collaborative work are included, and carefully designed and supported

Institutional support for online students is robust

Institutional support for online learning is woven throughout the course