Foothill College Academic Senate Meeting Outline – April 7, 2025

Krause Center for Innovation (KCI) room 4006

1. Call to Order and Welcome

- Meeting was called to order at 2:05 p.m.

- Voltaire Villanueva welcomed attendees back for Spring Quarter.

2. Adoption of the Agenda

- Motion to adopt: Ben Kaupp

- Seconded: Eric Kuehnl

- Adopted by consensus.

3. Public Comment

- No comments submitted for items not on the agenda.

4. Approval of Minutes – March 17, 2025

- Minor formatting correction (bolded text).

- Motion to approve: Ben Kaupp

- Seconded: Michaela

- Minutes approved by consensus.

5. Consent Calendar Approval

- Appointments for Executive Committee and college committees

- Addition of Allison Meezan as Faculty Chair of Teaching with Technology.

- Motion to approve: Patrick Morriss

- Seconded: Michael Chang

- Consent calendar approved.

6. ASFC Update

- **Paulo Verzosa was absent**; no ASFC report was provided.

7. Student Learning Outcomes (SLO) – Assessment and Reflection

- **Allison Meezan** presented the revised SLO framework.

- Document amended from prior drafts; includes clearer guidance on reflection, documentation, equity considerations.

- Extensive faculty feedback shared, including from Fine Arts and Math faculty.

- Key themes: compensation, alignment with Title 5 curriculum cycle, documenting meaningful reflection.

- Motion to adopt revised (highlighted) framework:

    o Moved: Ben Kaupp

    o Seconded: Carolyn Holcroft

    o Motion passed: 16 in favor, 1 opposed.

8. Educational Master Plan (EMP) Update

- Villanueva presented updates to the EMP.

- Discussion of renaming the "master plan," with suggested alternatives (e.g., "Foothill 2030 Blueprint for Success").

9. Board of Trustees Resolution: Sanctuary District

- Discussion of Resolution 2025-16 to declare FHDA a Sanctuary District.

- Reconciliation of resolutions from Foothill and De Anza senates.

- Reviewed updates made in the final draft submitted to the Board.

10. Student Housing Update

- Ben Kaupp summarized recent developments on McClellan Terrace Apartments acquisition.

- Topics included CEQA exemption, location benefits, affordability, and timeline for district action.

11. ASCCC Spring Plenary Resolutions

- Villanueva reviewed selected ASCCC resolutions for delegate feedback.

- Discussion focused on intent, clarity, and campus implications.

12. FW Grade Policy Discussion

- Reviewed De Anza's decision to eliminate the "FW" grade.

- Foothill Senate explored alignment and implications for equity and transparency.

13. Standing Items

- Brief committee reports.

- Update on Chancellor's Advisory Committee and planning councils.

14. Announcements and Good of the Order

- ASCCC OERI Newsletter shared.

- Reminders for upcoming meetings and opportunities.

15. Adjournment

- Meeting adjourned at approximately **3:55 p.m.**

1. Call to Order and Welcome

Academic Senate President Voltaire Villanueva called the meeting to order at **2:05 p.m.** and welcomed everyone to the **start of the Spring Quarter**. He noted the packed agenda and thanked faculty for continuing to show up and engage in important work, especially with some key items up for discussion and a vote.

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2. Roll Call

Robert Cormia took roll. A **quorum was confirmed**. Several members were joining via Zoom.

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3. Adoption of the Agenda

The agenda for the meeting was presented.

- **Motion to adopt:** Ben Kaupp
- **Second:** Eric Kuehnl
- **Outcome:** Approved by consensus

Voltaire noted that time would be set aside to make sure the group could get to the **SLO framework vote**, along with other key discussion items.

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4. Public Comment

There were no public comments offered for items not already on the agenda.

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5. Approval of the March 17th Minutes

Comments:

- One minor formatting note was raised by **Ben Kaupp** and corrected.
- **Motion to approve the March 17 minutes:** Ben Kaupp
- **Seconded by:** Michaela (???)
- **Outcome:** Approved by consensus

6. Consent Calendar

- The consent calendar included new faculty appointments, including **Allison Lenkeit Meezan** as the **Faculty Chair for Teaching with Technology**. Robert Cormia was added to the search committee for Vice Chancellor of Strategy, Institutional Effectiveness, and Engagement

- **Motion to approve:** Patrick Morriss

- **Seconded by:** Michael Chang

- **Outcome:** Approved by consensus

Voltaire thanked everyone who stepped forward for committee roles and noted how essential that service is to the college's shared governance work.

7. Student learning Outcomes assessment and inflection frameworks and process

Allison Meezan opened the item with a quick summary of the changes made to the SLO framework since the March 17 meeting. She noted that the revised version was included in the packet, with edits highlighted, and that the updates came from listening sessions with faculty across departments. The two main changes focused on making sure faculty reflections on SLOs were documented and giving more clarity around how often and how deeply those reflections should happen. She said the goal was to keep the process meaningful, but realistic.

She mentioned that some programs, like Dental Hygiene, already do a version of this, and that tools like Smartsheet or a Canvas shell could help track reflections without overcomplicating the process. She emphasized that the amount of reflection can be flexible - it's about documenting what you're already thinking about when it comes to your teaching and student learning.

Ben Kaupp added that updates to SLOs can trigger a review of the Course Outline of Record (COR), and that articulation and curriculum processes are tied to this work.

Eric Kuehnl shared feedback from Fine Arts faculty, some of whom expressed that the process felt like more work than they could take on right now. One person noted the limited compensation for this kind of assessment work. Another asked that their name be removed from the previous version of the framework. Eric acknowledged that the comments were strong and reflected some real tension about the perceived value of the process.

Ben responded that he didn't see the new expectations as "more work," but rather as a way of proving that the reflection faculty already do is actually happening. He mentioned a college in Oregon where faculty were doing good assessment, but couldn't show it, and

that caused issues with accreditation. The goal is to show that this is part of our culture—not just compliance.

Hilary Gomes commented that a lot of the concerns were coming from the department chairs, who are already balancing a lot. She emphasized the need for the process to feel useful, not like a checklist. Patrick Morriss agreed and said if faculty are pushing back, we need to listen to that. He stressed the importance of designing something that works and is manageable.

Voltaire noted that the ASCCC will be visiting the campus soon, and it's important to have something we can point to. He also said that while the process has sometimes been top-down in the past, this version has been faculty-led and is an opportunity to take ownership.

Julie Jenkins asked how De Anza faculty are handling SLOs, and Allison said there's some overlap but Foothill is trying to create something specific to its own needs.

David Marasco reflected that grading often makes faculty think about what didn't quite work in a course, and that the act of reflecting is something most of us are already doing—we just need to write it down.

Ben called it a kind of "data-informed storytelling," where faculty make sense of student outcomes and share it. He also mentioned that this ties into Title V and that CORs already include SLOs.

There was some conversation about how long this version of the framework would be in place. Julie suggested noting that it's a "living document," and Allison proposed adding a 2025–2026 label to indicate that this is a first version. Voltaire supported that and said he'd check with ACCJC to confirm that this approach aligns with their expectations.

Carolyn Holcroft talked about how SLO assessment was handled a decade ago, and Julie asked how many SLOs are expected per course. Allison clarified that each instructor would reflect on one SLO per course per quarter.

Ben read a comment from the chat asking whether part-time faculty would be compensated. Voltaire noted that this still needs to be figured out, but that faculty load and compensation were very much part of the bigger conversation.

Voltaire wrapped the discussion by saying this version gives the Senate something to work from, and that feedback can continue to come through Senate. Allison echoed that this is an iterative process, and part of a longer cycle of improvement.

Ryer asked that their name be removed from the SLO framework document

<break> return at 3:05 p.m.

As discussion resumed, **Jennifer Sinclair** reflected on past resistance to including SLOs in the Course Outline of Record (COR), going back to around 2016. At the time, some faculty were worried that listing SLOs formally could tie them into articulation decisions with four-year institutions. She pointed out that in large departments like Math, with many instructors teaching the same course, it was a challenge to coordinate shared approaches to outcomes and assessment.

Allison Meezan added that she had been in conversation with Math faculty who were already engaging in thoughtful, course-level reflection—often without even realizing it fell under the umbrella of SLO work. She said one of the goals now is to help faculty recognize those efforts and document them without feeling like they need to create something entirely new.

A few key takeaways were reaffirmed:

- The SLO framework is intended to be a **living document**, not a fixed policy.

- The process is expected to go through **continuous improvement**, guided by ongoing feedback.

- The **SLO Committee**, once re-established, will bring future recommendations to the Senate for refinement.

Ben Kaupp moved to adopt the revised SLO framework as presented, with the **yellow-highlighted amendments** included. **Carolyn Holcroft** seconded the motion.

Before the vote, **Robert Cormia** shared a brief comment noting the long-term impact of the COVID-19 pandemic on student preparedness and learning. He emphasized that many students are still **rebuilding foundational skills**, and that **faculty reflection on outcomes is especially important now**, given the ongoing effects on academic performance and persistence. The motion was then brought to a vote:

- **Outcome:** Motion passed by voice vote.

Voltaire Villanueva noted that the adoption of the framework gives the Senate a **clear, faculty-approved structure** heading into Spring and the upcoming ASCCC visit, and that further improvements would be welcomed through the usual Senate processes.

Voltaire Villanueva introduced the item with a quick update on the **Educational Master Plan (EMP)** process, noting that a draft is in development with support from the **Collaborative Brain Trust**. He explained that the EMP team has been reviewing data from both **internal and external scans**, including enrollment trends, labor market info, and institutional performance metrics.

One aspect of the conversation focused on the name itself. Villanueva noted that the term **"master plan"** has fallen out of favor, and the group is considering alternatives that better reflect the college's identity and values. Among the names floated:

- **Foothill 2030 Blueprint for Success**
- **Way of the Owl**
- **Foothill College Educational Plan**
- **Educational Mission Plan**

There was general agreement that whatever the final title becomes, it should be something **accessible, forward-looking, and true to the college's mission**.

Carolyn Holcroft noted that "Educational Blueprint" sounded like a practical and student-centered alternative, especially when presented alongside measurable goals.

Voltaire added that the core of this work will include a **revised college mission statement**, which is still in development and will be shared out in a future meeting for Senate feedback.

As part of the data analysis shared with the EMP team, there was discussion of **distance education trends**. A comparison chart presented at the meeting showed that:

- **50% of instruction is now fully online**
- **47% is face-to-face**
- The remaining percentage is a blend or hybrid format.

Allison Meezan added clarification on the difference between **asynchronous online instruction** and what she referred to as **"delayed interaction."** She noted that some state-level language can be misleading or inconsistent, and that clear distinctions in terminology are critical when the college communicates with students about course modalities.

Ben Kaupp read from **California Ed Code language** related to definitions of distance education and emphasized that Foothill's planning documents should be consistent with both **state policy** and **student experience**.

Doreen Finkelstein was asked whether the final EMP document would include updated terminology to reflect distinctions between **online synchronous**, **online asynchronous**, and **in-person modalities**. She confirmed that the Collaborative Brain Trust is incorporating feedback on terminology and clarity.

Villanueva concluded the update by acknowledging the core EMP working group—**Mona, Cynthia, Tracee, and others**—who have been involved in coordinating with CBT and gathering feedback. A more detailed draft of the EMP will return to Senate for discussion later in the quarter.

8. Sanctuary District Resolution Update

Voltaire Villanueva noted that the **Foothill-De Anza Community College District's Board of Trustees** would be voting on a resolution later that evening to formally **designate FHDA as a Sanctuary District**. This item had previously been discussed and reconciled by both **Foothill and De Anza senates** and classified bodies. The final resolution affirms the district's commitment to supporting undocumented students and employees, and explicitly outlines protections aligned with California law.

9. Housing Update – McClellan Terrace Acquisition

Ben Kaupp provided an update on the district's recent purchase of the **McClellan Terrace Apartments**, an existing apartment complex located in Mountain View. The property, which includes **332 beds**, was acquired for approximately **$67 million**, and will be converted into **student housing for Foothill and De Anza students**.

Kaupp explained that this acquisition was possible in part because the **property already exists**, avoiding the long delays and environmental review processes that typically accompany new construction. The property qualifies for a **CEQA exemption**, allowing the district to move more quickly toward occupancy.

He also acknowledged that **some neighbors in the area have expressed concerns** about the project, and that **Foothill had limited representation** at the board meeting where the item was discussed—**Ben and Eric Reed** were the only voices from Foothill to speak.

Robert Cormia raised a question about the site's **proximity to public transportation**, noting that access to transit will be important for students commuting to either campus. He also referenced earlier **budget figures**, reminding the group that this acquisition was consistent with earlier long-range financial planning for housing.

There was discussion around how the housing would be managed:

- The complex is currently a **market-rate property** built in **1972**, and rents in the area are averaging around **$3,500/month**.

- Some faculty raised questions about how **student eligibility** and **application processes** will be handled.

- There was mention of **third-party housing management firms** that colleges often contract with to oversee day-to-day operations.

- Concerns were raised about how the housing setup would impact **Title IV funding**, especially around compliance and reporting.

Ben Kaupp noted that there is a **long history of community colleges managing student housing**, and that this model could serve as a template for how FHDA moves forward. He also said some **Foothill students are planning to speak** at the upcoming board meeting to share their support and hopes for the project.

Voltaire Villanueva added that the Academic Senate will continue to receive updates as more details emerge around **implementation, eligibility, affordability**, and student services tied to the new housing resource.

10. ASCCC Spring Plenary Resolutions

Voltaire Villanueva introduced the **ASCCC Spring Plenary**, scheduled for **April 22–24**, and shared that there are **twelve resolutions** up for discussion. He highlighted a few that stood out, including:

- A resolution related to **lab faculty workload and compensation**

- Proposed updates around **dual enrollment**

- A resolution supporting **California community colleges declaring themselves Sanctuary Districts**

Villanueva invited senators to review the resolution packet and share any feedback, especially on items that might **impact local practices or governance structures**. Feedback will be incorporated into Foothill's delegate position at the Plenary.

11. FW Grade Discussion

Villanueva opened a discussion about the **FW (Failure to Withdraw) grade**, explaining that it was originally added to help institutions **combat financial aid fraud**—specifically in cases where students stopped attending but didn't formally drop a class.

De Anza College recently voted to **eliminate the FW grade**, citing concerns about **equity** and the potential for it to unfairly penalize students. Villanueva asked for feedback from the Senate to see whether Foothill might want to take a similar step or revisit how the FW is used.

David Marasco asked a question about **how removing the FW might affect international students**, particularly those on visas, who are subject to enrollment and attendance rules. There was general agreement that **more input is needed**, especially from stakeholders in **financial aid, counseling**, and **student services**.

Patrick Morriss added that under **Title V**, the FW is a **permissive grade**, meaning colleges are not required to use it. He said the decision comes down to whether the FW is **serving a meaningful institutional purpose**, or if it's creating unintended harm.

Villanueva said this conversation is just getting started and encouraged senators to bring the topic back to their divisions. He also suggested that the Senate consider **hosting a broader conversation** or inviting **a panel of stakeholders** to give more context.

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12. Officer Reports & Updates

Villanueva gave a brief update from the **Chancellor's Advisory Council**, noting that some of the FW grade discussion is also being tracked there.

David Marasco shared that over **10,000 students** from **Title I schools** attended Foothill's annual **Physics Show** over spring break. He thanked the many faculty, volunteers, and student assistants who helped make the event a success, and noted how valuable it is for introducing STEM concepts to K–12 students across the region.

13. Announcements and Good of the Order

Villanueva reminded the Senate that **elections for officer positions** will take place at the **next meeting on April 21st**. Senators were encouraged to review candidate materials in advance and to reach out with any questions about the process.

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14. Adjournment

The meeting was **adjourned at 3:48 p.m.** The next Academic Senate meeting will be held on **Monday, April 21, 2025**.

Position	Executive Committee	
Apprenticeship	Nate Vennarucci	absent
Apprenticeship	Stephan Schnell	absent
BSS	Mona Rawal	Zoom
BSS	Kerri Ryer	Zoom
Counseling	Fatima Jinnah	Zoom
Counseling	Tracee Cunningham	4006
DRC/VRC	Ana Maravilla	absent
FAC	Eric Kuehnl	4006
FAC	Hilary Gomes	4006
HSH	Lydia Daniel	Zoom
HSH	Brenda Hanning	4006
KIN	Don Mac Neil	Zoom
KIN	Rita O'Laughlin	Zoom
LA	Stephanie Chan	4006
LA	Amber La Piana	4006
LRC	Katie Ha	Zoom
LRC	Destiny Rivera	absent
STEM	Jennifer Sinclair	4006
STEM	Ryan Pugh	4006
FA Rep	Julie Jenkins	4006
Ensuring Learning Coordinator	Allison Lenkeit Meezan	4006
Faculty Chair Teaching with technology	Allison Lenkeit Meezan	4006
24-26 Part Time Faculty Rep	Lynette Vega	4006
23-25 Part Time Faculty Rep	Michael Chang	4006
ASFC Rep	Paulo Verzosa	absent
Classified Senate Rep	Doreen Finkelstein	Absent (?)
Professional Development Coordinator	Carolyn Holcroft	4006
Faculty Serving Other Roles	Evan Gilstrap	absent
Dean of Equity	Ajani Byrd	absent
President's Cabinet	Stacy Gleixner	4006
Secretary/Treasurer	Robert Cormia	4006
Executive Vice President	Patrick Morriss	4006
Vice President of Curriculum	Ben Kaupp	4006
President	Voltaire Villanueva	4006
Senator Emeritus	David Marasco	4006