

Foothill College Academic Senate Draft Minutes June 2nd, 2025

Item 1 Call to Order and Welcome

The final Academic Senate meeting of the 2024–2025 academic year was held on **Monday, June 2, 2025**, at the **Krause Center for Innovation (KCI), Room 4006**. With Academic Senate President **Voltaire Villanueva** absent due to a prior commitment, **Executive Vice President Patrick Morriss** called the meeting to order at **2:04 p.m.** and served as acting chair.

Morriss welcomed attendees and opened the meeting by thanking faculty for their dedication and contributions throughout the academic year. He acknowledged that this final session would be especially substantive, covering second-read actions on grading policy, institutional outcomes, and long-term planning documents. He emphasized the importance of completing year-end business and preparing the Senate for a strong start in the fall.

Item 2 Roll Call

Secretary-treasurer Robert Cormia took roll, establishing quorum, including members in 4006, and on Zoom. Attendance is listed at the end of this document.

Item 3 Adoption of Agenda

Acting President **Patrick Morriss** introduced the agenda for the June 2 meeting. A motion to adopt the agenda was made and seconded, and it was **approved by consensus** with no amendments or objections noted.

Item 4 Public comment

Following the adoption of the agenda, two public announcements were made:

Tracee Cunningham invited faculty and staff to the upcoming **Transfer Gala Night** to be held at the **Smithwick Theatre**. She emphasized the celebratory nature of the event, which honors transferring students, and encouraged faculty to attend. Tracee noted that interested attendees should **sign up via the website** and reminded everyone that **all associated preparations must be completed by June 6th**.

Julie Jenkins announced that the **Costa Rica 2026 Study Abroad Program** has already enrolled **20 students**, signaling strong early interest and engagement with the international learning opportunity.

No additional public comments were submitted.

Item 5 Approval of Minutes – May 19, 2025

The Senate reviewed the draft minutes from the **May 19, 2025** meeting. There were **no comments or corrections** offered by the body.

- **Motion to approve** the minutes was made by **Ben Kaupp**.
- **Seconded** by **Jennifer Sinclair**.
- **Outcome:** The minutes were **approved by consensus**.

Item 6 Consent Calendar

Morriss introduced the **Consent Calendar**, which included:

- **Appointments for Academic Senate leadership and committee roles** for the upcoming academic year.
- **Hilary Gomes** was approved to serve as the **Executive Committee representative for Fine Arts**.
- **Erik Kuehnl** will serve during **Winter and Spring 2026** in an executive capacity.
- **Ben Kaupp** noted updates to TRC participation, including that **Tiffany** will serve as an **at-large member** on an upcoming committee.
- **Stacy Gleixner** added that a **second biology instructor** will be hired, impacting TRC formation needs for that department.

After brief discussion and clarification, the Consent Calendar was amended and approved.

- **Motion to approve** the Consent Calendar as amended: **Allison Meezan**
- **Seconded by:** **Michael Chang**
- **Outcome:** **Approved by consensus**

Item 7 ASFC President's Report – Paulo Verzosa

Paulo Verzosa, ASFC President, gave a brief but meaningful update on student government activities and end-of-year reflections. His remarks centered on gratitude, engagement, and closing remarks on ASFC's work for the academic year.

Gratitude and Recognition

Paulo opened by thanking the Academic Senate and campus faculty for their ongoing support of student-led initiatives throughout the year. He highlighted the role of faculty in encouraging student participation in governance, especially through class visits, Canvas announcements, and general advocacy.

- He emphasized how this support had a direct impact on the **effectiveness of ASFC events, outreach, and student involvement**, especially during critical activities like elections and budgeting processes.
- Paulo noted that this has been a year of **learning and growth** for the ASFC leadership team, and he personally reflected on the experience as “transformative.”

End-of-Year Reflections

As the academic year came to a close, Paulo took a moment to:

- Thank faculty for the **opportunity to participate regularly** in Senate meetings.
- Reiterate the ASFC’s commitment to **collaborative governance** and advancing the student voice.
- Share that the ASFC team is preparing for **leadership transitions** over the summer and looks forward to continued partnership with the Senate in the next academic year.

The Senate acknowledged Paulo’s remarks with appreciation for his leadership, presence, and poise throughout the year.

Item 8 Institutional Learning Outcomes (ILOs) – Second Read and Approval

Allison Meezan returned to the Academic Senate to present the second reading of the **Institutional Learning Outcomes (ILOs)**, describing the draft as the product of extensive collaborative work across the campus community. She emphasized that these outcomes reflect a thoughtful and aspirational vision for what Foothill College students should know, do, and become as a result of their educational experience.

Meezan introduced the four core ILOs, each accompanied by measurable outcomes:

1. **Critical Thinking**
2. **Prepared to Thrive in the Global Workforce**
3. **Engage in a Life of Inquiry**
4. **Act with Integrity, Reflection, Perseverance, and Self-Confidence**

She highlighted how these themes were shaped by previous feedback and aligned with the broader **Foothill 2030 goals**, underscoring the importance of having fixed, durable ILOs to guide the next five years of assessment and program review.

During the discussion:

- **Stephanie Chan** commented on the density of phrasing within some sections, pointing out the stacking of abstract nouns and calling for greater clarity in the complexity and problem-solving language.
- **Amber La Piana** raised concerns about the repetitive use of lists and suggested rewording for more fluidity.
- A question was raised about the intent and clarity of **ILO #4**—specifically, how it addresses the impact of a student’s actions on others. Meezan acknowledged that striking the right tone and precision in aspirational documents is inherently challenging but reaffirmed the importance of setting a clear and shared direction.
- **Patrick Morriss**, serving as chair for the meeting, asked whether the Senate could move to approve this version and pass it along to MIPC for final review, noting that Senate approval would affirm the current language while allowing for minor revisions before institutional adoption.

Additional comments were offered by **Ben Kaupp** and **Robert Cormia**, both of whom supported moving forward while recognizing the value of ongoing refinement.

After clarifying that the Academic Senate version would be submitted to **MIPC for a final read**, a motion was made:

- **Motion to approve as written (with understanding that editorial changes could still occur):** Ben Kaupp
- **Seconded:** Julie Jenkins
- **Outcome:** Motion passed with three abstentions

Meezan concluded by thanking the Senate and reaffirmed that the document represents not just policy but a shared vision of student success and community responsibility.

Item 9 Foothill 2030: Blueprint for Success – Final Review and Approval

The Senate resumed its review of the **Foothill 2030: Blueprint for Success**, the college’s strategic planning framework that outlines institutional goals through the end of the decade. This item marked the culmination of over two years of campus-wide dialogue, planning retreats, and working group contributions.

Tracee Cunningham introduced the item by emphasizing the need for final feedback on the document. She reiterated that although much of the structural work has been completed, continued faculty review would help refine language and clarify key objectives before implementation begins in the new academic year.

Stacy Gleixner added context on how the online feedback form was developed and encouraged faculty to submit comments anonymously through **June 30**, particularly if they identified issues with clarity, accuracy, or inclusivity. She explained that all feedback would be synthesized and used to produce the final public-facing version in time for **Fall Opening Day**.

Doreen Finkelstein shared that she had identified a few factual errors in the current version of the plan and recommended that those be corrected prior to full campus rollout.

After a brief discussion, a motion was made to approve the document as written, with the understanding that minor corrections and formatting changes would be incorporated over the summer:

- **Motion to approve:** Allison Meezan
- **Seconded:** Tracee Cunningham
- **Outcome:** Motion passed unanimously, with no abstentions

In closing, **Stacy Gleixner** reiterated that with Senate approval now in place, the college can begin moving from planning to action. She noted that **implementation work will begin in earnest next academic year**, supported by college governance bodies, student feedback, and targeted resource alignment.

<break>

Item 10 BP/AP 5055: Enrollment Priorities – First Read

Tilly Wu presented proposed revisions to Board Policy (BP) and Administrative Procedure (AP) 5055 on **Enrollment Priorities**, which outline how students qualify for priority registration within the Foothill-De Anza Community College District. This was the first formal read of the proposed updates, with a final vote anticipated in fall quarter.

Tilly shared that a small committee—comprising six members including **Anu Khanna**, Acting Vice Chancellor of Institutional Research—met over two sessions to evaluate and update the district’s existing enrollment priority structure. She emphasized the committee’s goal of aligning the policy more closely with student equity and access goals.

Key elements of the discussion included:

- **“Rising Scholars” (formerly incarcerated students)** were proposed to receive enrollment priority. The goal is to remove barriers and improve outcomes for historically marginalized groups.

- Tilly noted that **students may only receive priority at one campus**—either Foothill or De Anza, but not both—to maintain equity and resource management across the district.
- **Affinity and cohort-based programs** such as **Puente and Umoja** were also discussed as candidates for inclusion.
 - **Maria Sandoval** and **Hilda Fernandez**, representing Puente, emphasized that their students face significant challenges completing degree requirements without priority registration.
 - The **Puente program serves 75–100 students per cohort**, with a structured first-year curriculum but greater scheduling flexibility required in subsequent years—making access to high-demand courses essential.
 - Faculty added that priority registration helps students not only secure necessary classes but also gain more autonomy in **instructor selection**, enhancing academic fit and retention.

Other themes raised included:

- **David Marasco** requested clarification on how unit thresholds (e.g., 100–150 units) impact priority eligibility, referencing previous changes in district-wide policy made around 2008.
- **Hilary Gomes** raised a question about **dual enrollment** students from Palo Alto High School and how their status interfaces with the policy.
- **Stacy Gleixner** responded with clarification about **Middle College students**, who are counted as regular Foothill students but may carry additional program designations.
- **Kurt Hueg** pointed out that while many students qualify for priority, **a significant portion do not take advantage of it**—something worth considering in policy implementation and student communication.
- **Jennifer Sinclair** highlighted the challenge of priority registration in **impacted programs** such as STEM and mathematics, where course availability is tight and registration timing significantly affects progress.

Patrick Morriss, serving as the meeting Chair, reminded attendees that this was a **first read** and encouraged faculty to **gather feedback** over the summer. The updated policies will return to the Academic Senate in **fall quarter** for a second read and potential approval.

Item 11. BP/AP 4230: Grading and Academic Record Symbols – First Read

Ben Kaupp introduced the proposed revisions to **Board Policy (BP) and Administrative Procedure (AP) 4230**, which outline grading symbols and practices—specifically focusing on the **FW grade** (Failure due to Withdrawal/Non-attendance). Ben noted that he did not have a personal stake in the policy’s outcome but was facilitating the presentation and discussion for Senate review.

The conversation centered on the **confusion and variability** surrounding the use of the FW grade, particularly in comparison to a standard **F**. Several key points emerged:

- Ben explained that while both **F and FW result in failing grades**, the **FW** requires the instructor to input a **last date of attendance**, which is relevant for **Title IV financial aid compliance**. He added that the extra procedural step may lead to inconsistency and additional workload.
- He also observed that many faculty at both **Foothill and De Anza** have different understandings—or **no clear understanding**—of how and when to appropriately use the FW symbol. De Anza, in particular, had expressed concern over misuse or misunderstanding of the grade.
- **Kurt Hueg** noted that the **original purpose of the FW** was to serve as a **fraud prevention tool**, providing documentation in cases where students receive aid but stop attending without officially withdrawing.
- **Patrick Morriss**, acting as chair for the meeting, reaffirmed that this item was here for a **first read**, intended to invite initial feedback and prompt broader faculty input before a second read and vote in a future meeting.

Comments from the floor reflected **mixed perspectives** on the FW grade:

- Some faculty questioned whether the FW was ever implemented effectively or **consistently across departments**, suggesting that it may introduce more confusion than clarity.
- Others emphasized that **instructor discretion and training** were key concerns—pointing out that if instructors do not fully understand the policy or apply it inconsistently, the utility of the FW is undermined.
- There was also a recognition that the FW might have **equity implications**, as it could disproportionately impact students unfamiliar with institutional policies or those facing personal or academic hardships.

The consensus was that while the **intentions behind the FW were valid**, the **practical application has been uneven**, and the policy should be revisited with a focus on **clarity, consistency, and equity**.

Next steps include gathering **campus-wide feedback** over the summer, particularly from departments that rely heavily on FW usage, with a **second read** and potential vote anticipated in the **fall quarter**.

Item 12 Proposed Revisions to the Resource Allocation Guidelines (RAG)

Stacy Gleixner presented the proposed revisions to the Resource Allocation Guidelines (RAG), marking the second reading of the updated framework. The presentation focused on clarifying the steps by which departments and divisions request new faculty and classified positions, and how those requests are reviewed, ranked, and ultimately prioritized for funding.

Gleixner began by walking the Senate through the structural updates in the document, highlighting where the process had been streamlined to increase transparency and consistency. The revised guidelines include detailed descriptions of the ranking criteria, including instructional need, student support, strategic alignment, and equity impact.

A particular emphasis was placed on defining the composition and function of the Faculty Prioritization Committee, and how it interfaces with hiring managers and executive leadership. Gleixner also addressed the inclusion of Human Resources in the timeline to ensure the smooth coordination of hiring logistics.

Several questions emerged from the Senate discussion:

- One faculty member raised a concern about the need to revisit the mathematical methodology used to rank faculty requests, specifically questioning whether the sum-of-ranks method was still the best approach. Alternative ranking methods, such as ranked-choice or weighted criteria models, were briefly discussed.
- Another faculty member inquired how equity considerations—such as representation of marginalized student populations—were embedded in the prioritization framework.
- There was also discussion about how long-term impacts of hiring decisions are assessed, especially given that faculty appointments typically extend 30 years or more.

Gleixner affirmed that this version of the RAG is intended to align with the college's broader strategic goals, including Foothill 2030, and would help guide decision-making across

multiple governance groups. The document is scheduled for discussion at the next MIPC meeting in June for broader consultation.

The conversation concluded with appreciation for the transparent and participatory process by which the revisions were developed. No formal vote was taken at this meeting, as the item was presented for feedback in preparation for future adoption.

Item 13. Interim Executive Vice President Appointment

Stephanie Chan brought forward a nomination for David Marasco to serve as the Interim Executive Vice President for the Academic Senate during the upcoming fall quarter. This appointment fills a key leadership role to support the Senate's activities while regular officers are on leave or reassigned.

Following the nomination, a motion to approve David Marasco's appointment was made by Ben Kaupp and seconded by Amber LaPiana.

Outcome:

The motion was approved by consensus, confirming David Marasco as the Interim Executive Vice President for Fall 2025.

Item 14 Student Learning Outcomes (SLO) Framework and Spring Pilot Update

Allison Lenkeit Meezan provided an informational update on the recently revised Student Learning Outcomes (SLO) Framework and its implementation during the spring pilot. She emphasized the importance of having a clear and actionable SLO process in place, particularly in light of upcoming accreditation requirements.

Meezan reminded the Senate that the SLO framework document had been approved in spring 2024, and this presentation served as both a progress update and a call for continued campus-wide engagement.

Key points included:

- The pilot phase has focused on testing the revised assessment workflow and improving communication between departments and the SLO Committee.
- Faculty are encouraged to engage in reflective dialogue around learning outcomes and assessment practices, and to provide feedback that could shape ongoing improvements.
- The document outlining the framework will be recirculated for broader comment and feedback as the campus prepares for fuller implementation in the upcoming academic year.

Meezan concluded by noting that continued collaboration and participation from faculty will be essential to maintaining a sustainable and meaningful assessment culture aligned with accreditation standards.

Item 15. Officer & Committee Reports

Chancellor's Advisory Council

David Marasco reported on recent updates shared at the Chancellor's Advisory Council. He noted that the district has placed an order for updated door lock systems to enhance campus safety; however, fulfillment has been delayed due to ongoing supply chain issues. The need for these systems had been previously identified during campus safety discussions, and the delays are being monitored closely.

Police Chief's Advisory Committee

Marasco also shared that the district's approval of student housing at De Anza College will have broader implications for the Foothill-De Anza (FHDA) police services. With new residential facilities coming online, the FHDA Police Department is preparing to shift to a 24/7 operational model to ensure continuous coverage and support across both campuses.

There was a brief mention of new policies regarding drone use on campus. Some committee members expressed uncertainty about the intended applications or guidelines for these devices, signaling a need for further clarification from district leadership.

Additional Fiscal Commentary

Robert Cormia offered remarks regarding the college's fiscal outlook. He stated that the upcoming academic year appears to be financially stable, with a healthy balance projected in the budget. He thanked the executive committee for guidance investing funds in the last year, supporting the FHDA-CCD matched drive in fall, and scholarships in spring.

Item 16. Announcements for the Good of the Order & Adjournment

- **OERI Newsletter:** Destiny Rivera shared the latest **OERI Newsletter**, which includes updates on Open Educational Resources and ongoing opportunities for faculty engagement. Faculty are encouraged to review it and reach out with any questions or contributions.
- **Public Health Awareness:** Robert Cormia advised colleagues to remain mindful of public health conditions, particularly noting that seasonal COVID surges remain a possibility. He encouraged continued vigilance and consideration for community well-being during on-campus activities.

- **Professional Development and Flex Days:** Carolyn Holcroft reminded faculty that planning is underway for **Opening Day** and **Flex Week** in the fall. She highlighted that there will be a strong focus on teaching and pedagogy, with session topics likely to include culturally responsive teaching, student engagement, and community building in the classroom. Faculty interested in presenting or contributing were invited to reach out.
-

Adjournment

The meeting was adjourned at **3:35 p.m.**

The next Academic Senate meeting will be the **Annual Senate Retreat**, scheduled for **June 16th, 2025** — time and location to be announced.

DRAFT

Attendance June 2nd, 2025

| Position | Executive Committee | |
|--|------------------------|--------|
| Apprenticeship | Nate Vennarucci | Zoom |
| Apprenticeship | Stephan Schnell | 4006 |
| BSS | Mona Rawal | Zoom |
| BSS | Kerri Ryer | Absent |
| Counseling | Fatima Jinnah | Zoom |
| Counseling | Tracee Cunningham | 4006 |
| DRC/VRC | Ana Maravilla | Absent |
| FAC | Eric Kuehnl | Absent |
| FAC | Hilary Gomes | 4006 |
| HSH | Lydia Daniel | Absent |
| 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 | 4006 |
| LRC | Destiny Rivera | Zoom |
| STEM | Jennifer Sinclair | 4006 |
| STEM | David Marasco | 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 | Zoom |
| 23-25 Part Time Faculty Rep | Michael Chang | 4006 |
| ASFC Rep | Paulo Verzosa | 4006 |
| Classified Senate Rep | Doreen Finkelstein | 4006 |
| Professional Development Coordinator | Carolyn Holcroft | Zoom |
| Faculty Serving Other Roles | Evan Gilstrap | Absent |
| Dean of Equity | Ajani Byrd | Zoom |
| 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 | Absent |