Academic Senate Approved Minutes May 19th, 2025

KCI Room 4006 2 p.m. to 4 p.m.

1. Call to Order, Roll Call, Agenda Adoption, and Consent Calendar

Call to Order and Roll Call

The meeting was called to order at **2:03 p.m.** by Academic Senate President **Voltaire Villanueva**. Secretary-Treasurer **Robert Cormia** conducted roll call and confirmed quorum. Villanueva welcomed senators and guests, briefly previewing a full agenda that included approval of institutional learning outcomes, updates on program sustainability, and several governance-related documents.

Adoption of the Agenda

The agenda for the May 19 meeting was reviewed.

- **Motion to adopt**: Ben Kaupp
- **Seconded**: David Marasco
- **Outcome**: Approved by consensus

A minor reordering of items was noted, with Institutional Learning Outcomes and Program Sustainability Review moved earlier to accommodate scheduling needs.

Consent Calendar

Villanueva presented the consent calendar with updates and appointments for the 2025–26 Academic Senate Executive Committee and other shared governance roles:

- **Amber La Piana** will continue her service.
- **Suzie Quezeda** will join the Executive Committee.
- **Rachel Mudge** will return in the fall.
- **Tracee Cunningham** will be on sabbatical for the full year.
- **Jeremy Peters** will serve as the library representative.
- **Fatima Jinnah** and **Evan Gilstrap** both expressed willingness to continue their service.
- **Dolores Davison** was announced as the incoming **SLO Coordinator**.
- **David Marasco** and **Hilary Gomes** were named to the **Summer Cabinet**.
- Voltaire noted that the Senate will need to form **at least 10 Tenure Review Committees (TRCs)** for the upcoming year and emphasized the need for **at-large faculty participation** in TRCs.

Additional appointments included:

- An **ASCCC liaison**, with the position still to be filled.
- **Destiny Reyes** announced she will continue as **OER Liaison**, serving as the link between Foothill's Academic Senate and the statewide ASCCC OERI.
- **Motion to approve consent calendar**: Robert Cormia
- **Seconded**: Lynette Vega
- **Outcome**: Approved by consensus

Villanueva thanked all faculty for their willingness to serve and noted the importance of continuity and engagement in governance roles.

The retreat is scheduled for June 16th, our last official meeting is June 5th.

ASFC president Paulo Versoza was absent

2. Program Sustainability Review (PSR) – Second Read and Approval

Academic Senate President **Voltaire Villanueva** reintroduced the **Program Sustainability Review (PSR)** framework for a second read and formal vote. He began by emphasizing the purpose of the document as a **data-informed planning tool** intended to guide thoughtful, transparent conversations about the viability and direction of academic programs.

Villanueva noted that while program discontinuance often garners the most attention, the PSR process is more broadly about **sustainability**, with the goal of **supporting departments** and ensuring that institutional resources are aligned with student needs, enrollment patterns, and long-term strategic goals.

Clarifications and Faculty Questions

The discussion included several key clarifications:

- **Definition of a Program**: Questions were raised about what qualifies as an "academic program" under this framework. References were made to the **Program Review Manual** and prior Senate approvals to guide interpretation. Programs may include **degree pathways, certificates**, or even **Faculty Service Areas (FSAs)** in certain cases. Voltaire cited a May 22, 2023, Senate action that helped formalize this definition.
- **Role of Faculty in Initiating Review**: A faculty member raised the question of whether **faculty could propose** a program for discontinuation, and whether such a proposal

would bypass or initiate the PSR process. Discussion affirmed that even faculty-led proposals would still fall within the PSR structure—though a **fast-track** approach may be appropriate in cases of mutual agreement or consensus.

- **Retraining and Transition**: The question of **faculty retraining** in the event of program changes was acknowledged, as well as the need for clear guidance and evaluation criteria when reviewing programs under stress.
- **Evaluation Criteria**: Allison Meezan noted that the criteria for PSR assessments need to be both **transparent and supportive**, focusing not just on metrics but also on mission fit, student success, and opportunities for revitalization. The framework is designed to foster **continuous improvement**, not serve as a punitive mechanism.

Approval and Closing Remarks

Following the discussion, a motion was made:

- **Motion to approve the Program Sustainability Review framework**: Ben Kaupp
- **Seconded**: Allison Meezan
- **Outcome**: Approved by consensus, with **one abstention (Lynette Vega)**

Villanueva thanked the Senate for engaging deeply with the document and acknowledged that finalizing this framework is a **major milestone** in reestablishing a process that had lapsed in recent years. He noted that the PSR framework reflects the Senate's commitment to **faculty-led planning**, **data-informed decision-making**, and **institutional accountability**.

Themes Raised in Senate Dialogue

The discussion touched on a range of pedagogical and philosophical questions:

- **Integration with Mission Statement**: There was strong interest in how the ILOs support and reflect Foothill's mission, especially regarding student engagement, equity, and academic development.
- **Static vs. Evolving Frameworks**: While some senators emphasized the need for **stability** in the ILOs over time—for continuity and assessment—others supported the idea that ILOs should remain **responsive** to cultural shifts and emerging student needs.
- **Pandemic Effects and Student Development**: Faculty spoke about the **social toll of the pandemic**, particularly in the loss of interpersonal and emotional skills among students. There was consensus that ILOs should account for the **human and relational dimensions** of student learning—beyond just academics.
- **Interdependence and Community**: A notable thread in the conversation focused on the importance of **interdependence**—the idea that students should learn not just to succeed individually, but also to contribute meaningfully to a learning community. Suggestions included:

- o Strengthening language around **collaboration**, **mutual respect**, and **shared purpose**.
- o Emphasizing how students learn to "work with others toward shared goals."
- o Recognizing the importance of **learning communities**, particularly for marginalized or under-resourced groups.
- **Tact, Gratitude, and Empathy**: Some faculty urged the inclusion of **emotional intelligence skills**, such as tactful communication, gratitude, and empathy, especially under the "Personal Integrity" ILO. It was noted that these skills are increasingly critical in both professional and civic life.
- **Wordsmithing and Tone**: Senators offered suggestions for refining the language of the ILOs to reflect these broader values, while ensuring alignment with accreditation expectations and institutional capacity to assess outcomes meaningfully.

Next Steps

Meezan shared that she would continue gathering feedback and incorporate suggestions, particularly around **interdependence, emotional intelligence**, and **shared community values**. The revised ILO draft will return to the Senate for final review.

Villanueva acknowledged the thoughtful and wide-ranging nature of the discussion, affirming that adjustments would be made and thanking the Senate for investing in the long-term vision of student learning at Foothill College.

<break>

Returned at 3:15 p.m.

4. Foothill 2030: Blueprint for Success – First Read

Academic Senate President **Voltaire Villanueva** introduced the **Foothill 2030: Blueprint for Success**, describing it as a strategic vision document outlining the college's institutional goals for the next five years. The document is intended to guide planning, policy alignment, and resource allocation through 2030.

Villanueva read aloud the four primary goals included in the draft:

1. **Advance Equity and Antiracism**
2. **Ensure Student Learning and Achievement**
3. **Support Community, Belonging, and Well-Being**
4. **Sustain Institutional Effectiveness and Innovation**

Each goal is accompanied by a series of **objectives and strategic outcomes** designed to help the college measure progress over time.

Discussion Highlights

Senators were invited to reflect on the framework and share initial impressions:

- **Document Integration**: Villanueva emphasized that the Blueprint is not a standalone plan, but rather a **unifying document** that connects with other key institutional processes, including the **Institutional Learning Outcomes (ILOs)**, **Program Sustainability Review (PSR)**, and **Resource Allocation Guidelines**. These documents, he explained, are designed to work together to ensure continuity and intentionality in college-wide planning.
- **Process and Participation**: **Tracee Cunningham** and others spoke about the extensive work that went into drafting the Blueprint, which incorporated feedback from a variety of stakeholders over the past two years. The process included collaboration across governance bodies, planning councils, and administrative offices.
- **Themes of Belonging and Boldness**: Several comments underscored the importance of embedding **belonging**, **student success**, and **qualitative insight** into the institutional planning framework. College President **Kristina Whalen** encouraged the Senate to think of themselves as **co-authors** in this process, asking whether the college was being bold enough in imagining what it could become. She challenged the group to **"think boldly and write boldly."**
- **Student Voice and Community Building**: Discussion also touched on the value of including **student perspectives** in the narrative and the importance of shaping an institution where students can **see themselves, feel valued, and thrive**. Several senators highlighted how the Blueprint can be a platform to reflect and support student identities, aspirations, and lived experiences.

Next Steps

Villanueva reminded the Senate that this was a **first read**, and that formal feedback and possible endorsement would be taken up at the **next meeting**. Senators were encouraged to review the document carefully and bring forward any suggestions, particularly around aligning departmental and divisional efforts with the Blueprint's broader institutional goals.

5. Proposed Revisions to the Resource Allocation Guidelines

Stacey Gleixner presented a first read of proposed revisions to the college's **Resource Allocation Guidelines (RAG)**. The document outlines how faculty and classified hiring requests are developed, prioritized, and aligned with institutional goals. The proposed changes are intended to clarify existing procedures, integrate equity-focused decision-making, and streamline coordination with **MIPC (Mission and Institutional Planning Council)** and **Human Resources**.

Gleixner began by reading from the existing guidelines and describing how the revised version incorporates clearer timelines, formalizes committee structures, and updates procedural language regarding position prioritization.

Discussion Highlights

- **Faculty Hiring Prioritization**: Several comments focused on the process for ranking faculty hiring requests. Faculty emphasized that these decisions represent **long-term institutional commitments**—often spanning decades—and should be guided by thoughtful, transparent criteria that balance **disciplinary needs**, **student demand**, and **strategic priorities**.
- **Data-Driven Criteria**: Clarifying questions were raised about how the guidelines define and weigh criteria such as:
    - **Gaps in expertise**
    - **Equity impacts**
    - **Program viability**
    - **Student success and retention**

    There was interest in ensuring these factors are consistently applied and well-understood by all involved in the prioritization process.

- **Ranking Methodology**: A discussion emerged around the **ranking process itself**, particularly the common use of "sum of ranks" as a selection tool. Several senators questioned whether more nuanced decision-making models—such as **ranked-choice voting** or **deliberative prioritization algorithms**—could produce outcomes that better reflect collective priorities and reduce the chance of skewed results.
- **Transparency and Origin**: Questions were also raised about how the current revisions were developed and whether key community input—particularly around equity and resource allocation reform—was fully integrated into the proposed language.

Gleixner affirmed that the document is still under review and will be brought to **MIPC in June** for further refinement. She welcomed continued Senate feedback to ensure the final version reflects both operational clarity and shared governance values.

6. Approval of the 2025–2026 Academic Senate Meeting Calendar

The proposed **Academic Senate meeting schedule for the 2025–2026 academic year** was brought forward for approval. The calendar outlines regular Monday afternoon meetings throughout the fall, winter, and spring quarters, consistent with prior years.

- **Motion to approve**: Patrick Morriss
- **Seconded**: Allison Meezan
- **Outcome**: Approved by consensus

It was noted that **meeting location** is still under review. While recent meetings have been held in **KCI 4006**, there is ongoing discussion about potentially **returning to the Toyon Room** beginning next academic year. This will be explored further at the Senate **summer retreat**.

7. OER Updates and Spring Workshops

Destiny Rivera, serving as Foothill's **OER Liaison**, provided an update on **Open Educational Resources (OER)** initiatives and shared upcoming opportunities for faculty engagement.

Rivera began by acknowledging the continued support from the **Academic Senate for California Community Colleges (ASCCC)** and highlighted the growing importance of OER in supporting equitable access to course materials. She noted that **Foothill College remains active in statewide OER conversations**, with strong faculty participation and local projects underway.

OER Liaison Role and Opportunities

Rivera reaffirmed her intention to continue as **OER Liaison**, a role that serves as a bridge between Foothill's Academic Senate and the **ASCCC's Open Educational Resources Initiative (OERI)**. The liaison position is **stipended** and includes responsibilities such as:

- Sharing updates on statewide OER policies and resources.
- Promoting faculty adoption of low- and no-cost materials.
- Coordinating local OER-related events and feedback.

Spring OER Workshops and Support

Rivera shared a flyer (also posted to Canvas and email) promoting **Spring 2025 OER workshops**. Topics include:

- Identifying and evaluating OER for specific disciplines.
- Integrating OER into Canvas.
- Strategies for building **Zero Textbook Cost (ZTC)** pathways.
- Collaborations with library staff for copyright and licensing support.

She encouraged faculty to attend or share the information with colleagues, especially those teaching high-enrollment, general education, or introductory courses where textbook costs are a barrier for students.

The announcement concluded with an invitation to **connect directly with Rivera** for support in locating or adapting OER materials. Faculty were encouraged to take advantage of the statewide **professional development network** and funding opportunities currently available through the Chancellor's Office and ASCCC.

8. ASCCC Spring Plenary – Foothill Voting Report

Voltaire Villanueva reported on Foothill College's participation in the **Spring 2025 ASCCC Plenary Session**, held earlier in May. He summarized the college's voting record and shared context around several of the resolutions that were discussed and adopted at the state level.

Voting Themes and Senate Participation

Villanueva noted that **Foothill's voting positions reflected feedback from the Academic Senate's previous meeting**, where selected resolutions were reviewed and discussed in depth. These included items related to:

- **Classified Senate participation in governance**
- **Dual enrollment faculty rights and compensation**
- **Lab faculty workload equity**
- **Enrollment fraud tracking and data transparency**
- **Transfer alignment and course numbering**

Foothill's delegate voted in alignment with Senate consensus on these issues, and Villanueva expressed appreciation for the Senate's engagement in shaping the college's stance.

Additional Context

Villanueva highlighted that the **resolution package passed by the ASCCC** addressed emerging statewide issues, including:

- The intersection of faculty hiring with DEI goals
- Expansion of OER adoption and ZTC pathways
- Support for governance inclusivity and representation of marginalized groups

He emphasized that **Foothill's participation in the ASCCC process strengthens the college's visibility** in shaping systemwide academic and professional policy.

The voting summary and full list of adopted resolutions were included in the meeting materials for faculty reference.

9. Officer Reports, Announcements, and Adjournment

Officer Reports

Patrick Morriss reported on key discussions from the most recent **Mission and Institutional Planning Council (MIPC)** meeting, highlighting ongoing conversations about campus **printing services** and how budget allocations are being adapted to meet emerging operational needs.

Voltaire Villanueva provided updates on the **State budget outlook** and how it relates to Foothill's enrollment trajectory. He noted that while the college experienced **positive enrollment growth this year**, future growth must be approached **strategically** due to changes in how community colleges are funded.

- Foothill has been benefiting from "**hold harmless**" provisions that shield colleges from revenue losses, but once enrollment climbs above the minimum guaranteed level, the college transitions to being **SKYF-funded (Stabilization and Growth Funding)**.
- **Stacy Gleixner** added that the shift places additional emphasis on **student success, enrollment management**, and ensuring that institutional strategies continue to drive meaningful retention and completion outcomes.

There was also a brief comment acknowledging the presence of a **new flag** raised on campus, which prompted additional recognition during announcements.

Announcements for the Good of the Order

- **Destiny Rivera** reminded faculty of upcoming **OER workshops** and encouraged colleagues to explore **RSLS (Regional Support Learning Series)** opportunities as part of professional development.
- **Lynette Vega** announced the upcoming **part-time faculty picnic**, which will offer a space for connection, celebration, and appreciation of the contributions of part-time instructors.
- Villanueva also shared that **Clifton** had helped coordinate the **Pride flag-raising ceremony**, which is scheduled as part of upcoming campus events honoring LGBTQ+ visibility and inclusion.

Adjournment

The meeting was adjourned at **3:58 p.m.**

The **next and final meeting** of the 2024–2025 academic year is scheduled for **Monday, June 2, 2025**.

Position	Executive Committee	
Apprenticeship	Nate Vennarucci	absent
Apprenticeship	Stephan Schnell	absent
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	absent
LRC	Destiny Rivera	4006
STEM	Jennifer Sinclair	4006
STEM	David Marasco (substitute?)	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	4006
Professional Development Coordinator	Carolyn Holcroft	4006

Faculty Serving Other Roles	Evan Gilstrap	4006
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