

Approved Minutes, Academic Senate, February 23, 2026

1. Call to Order, Villanueva

Villanueva called the meeting to order.

2. Roll Call, La Piana

Present: Chan, Chang, Davison, Gilstrap, Gleixner, Gomes, Gray, Herman, Kaupp, La Piana, Lenkeit Meezan, Mar, Middleton, Peters, Rideaux, Santillan-Nieto, Schnell, Villanueva

Zoom: Nguyen, O'Loughlin, Thompson, Tripp Caldwell, Vega

Absent: Mudge, Ripp, Scolari, Thao, Vennarucci

Kaupp proxy for O'Loughlin and Ripp; Santillan-Nieto proxy for Nguyen; Jinnah proxy for Thao

Guests: Mitchell, Riviera (Zoom), Knight (Zoom), Whitley-Putz (Zoom)

3. Agenda Adoption

Agenda approved by consensus.

4. Public Comment

Jeremy Peters reported that the FHDA Police Department published social media posts about incidents involving students in the library; these posts were the method by which Library employees learned about the events. Faculty request direct and timely communication from the police department about incidents on campus.

Lynnette Vega reported hearing from her dean that the college is shifting support away from off-campus classes such as those in senior centers serving older adult learners. She reported that faculty credentials are being challenged, and that a 40-year program serving seniors and disabled people is being disregarded. Vega communicated that the campus layout and environment is not accessible to the populations of students she works with and so it is not feasible to bring them to campus. The program is highly relevant given current demographic trends.

Hilary Gomes reported that she is stepping down from the block scheduling committee and urged for more representation and participation by faculty who teach in the arts, labs, or other specialized settings and whose classes may not necessarily fit within traditional blocks.

5. Approval of Consent Calendar, Villanueva

Executive Committee of the Academic Senate

BSS: Sam Connell (Sp 26)

Counseling: Fatima Jinnah (Sp 26)

Governance Councils, Study Groups and College Committees

Dining Services RFP: Voltaire Villanueva

Search/Hiring Committees

FT Faculty Coordinator for Pride Center and Sociology Instructor: Alexis Donato,
Natalie Hanson, John Fox

Kaupp moved to approve; Middleton seconded; motion approved.

6. Approval of 2.09.26 Minutes, La Piana

La Piana motioned to approve; seconded by Kaupp; minutes approved.

7. ASFC President Updates to the Academic Senate, Nguyen

- Nguyen reported on the passing of ASFC officer and Business Club President Arun Gottipati. ASFC activities are paused for a period of mourning. Students are planning a memorial tribute for Thursday, 2/26/26, from 12:00-2:00pm in the ASFC office, to which faculty are invited.

8. Classified Senate Updates, Santillan-Nieto

- The next session in the Community of Learning series is to be held on 2/25/26 with a focus on engaging with persistence data and the student experience. Room location and Zoom link are included on the Outlook invitation.
- The forthcoming session on 3/18/26 is a tour of the Sunnyvale Center. Faculty are invited.

9. Draft 2026-2030 District Strategic Plan, Momjian and Villanueva

Vice Chancellor for Strategy, Institutional Effectiveness, and Engagement Gohar Momjian presented a recap of the district's short-term plans regarding Chancellor Lee's goals and the Board's priorities, which included five priority areas and one goal for each priority.

Villanueva asked the body to consider the strategic plan in advance of the joint meeting with De Anza and specifically whether faculty see their work present in the plan.

Gilstrap directed attention to Goal #2, "Create five academic pathways for dual admissions articulation with UC/CSU transfer institutions by fall 2027," and asked how this would be executed, whether through program mapping, ADTs, MOUs with particular colleges? From Gilstrap's

perspective, the ADTs are the pathway and ASSIST informs students which courses they need to take. Asks for clarification about what the plan is for executing this goal.

Gilstrap also asks for clarification regarding Goal #5, “Every student enrolled in Area 4 (CalGETC) will engage in civic and community engagement by fall 2030.” He notes that just because a student is enrolled in an Area 4 CalGETC course does not mean the student is transferring; there may be overlap between the local degree and the ADT.

Momjian indicated that MOUs were a possibility, so that once students apply to a community college, they are granted automatic admission to the four-year institution and referred to Fullerton as an example. She noted that while CalGETC may be focused on transfer students, wouldn’t students working toward the local AA also benefit from civic engagement.

Gilstrap noted that faculty have a role to play for Goal 5 because curriculum is faculty purview. Goal 5 would require changing the curriculum. Momjian noted that De Anza may already have something in place for this.

Kaupp drew attention to Goal #1, “By fall 2027, redesign course scheduling to support workforce Pell Grant implementation to ensure 30% of eligible programs are in accelerated pathways,” and noted that accelerated pathways are not always equitable and could have the opposite of the intended effect depending on a student’s circumstances.

Villanueva asked about lag measures and specifically how the “syllabi analysis related to digital literacy/transformation” was identified.

Momjian posed the question about what a districtwide framework for digital literacy would look like and how it could be monitored as it is developed. Is it possible to analyze syllabi for where the topic of AI is addressed or not. She noted the plan is to focus on lead measures because those are actions that can be monitored on quarterly basis and help build capacity and mindset for planning and execution. Lead measures are able to be controlled and influenced; data can be tracked and measured.

Villanueva noted that the stated lead and lag measures relate to faculty purview and so faculty should have input regarding the Wildly Important Goals. From the faculty perspective, what metrics should be measured? Notes that we should bring these to our constituents: do we want our syllabi analyzed? Is that a reasonable metric? Please solicit this feedback from constituents.

Vega mentioned the absence of older adults and adults with disabilities from the strategic plan and called for their inclusion, especially considering the growth of those populations.

Chan reported feeling unsettled about Goal #3, “By 2027 a framework for digital transformation is defined and applied to enhance the student experience,” because of how what “digital transformation” means depends on context and discipline. She asked to what extent can faculty

help shape the concept of digital transformation, as varied as it is based on discipline. Noted that examples of the kinds of questions we can ask of ourselves and constituents to solicit feedback would be helpful.

Discussion acknowledging challenges of implementing and refining the plan and importance of dialogue to help shape process. Implementation should be iterative and support the need to pivot when necessary.

Faculty member expresses concern for Goal #2, “Create five academic pathways for dual admissions articulation with UC/CSU transfer institutions by fall 2027,” because of different populations under the umbrella and unclear role for counselors creating ed plans. Explanation offered to clarify that dual admissions is distinct from dual enrollment. Goal #2 is meant to address students who were not initially accepted to a 4-year public institution and then enroll in a cc for the pathway to that 4-year school. The ADT is not sufficient for this because it only applies to the CSUs, not the UCs. Goal #2 would be part of a joint pathway so students could transfer to either.

10. Revisions to Academic Integrity Committee (AIC) Charge, Chan

Chan presents new version of AIC charge for approval.

Faculty member asks if it’s possible for revision to acknowledge areas of strength or effectiveness as well as areas for improvement or of concern.

In response to a question about next steps after the charge has been approved, Chan plans to convene working groups to begin meeting in spring.

Kaupp moved to approve with amendment; seconded by Lenkeit Meezan; motion to accept revised AIC charge approved.

11. How Students Decide: Implications for Faculty and Institutional Planning, Villanueva

Villanueva refers to ACCJC white paper “Leveraging Program-Level Data to Strengthen Student Outcomes: A Framework for ACCJC Institutions” and use of the language around ROI in statewide and local initiatives. Provides an overview of student motivations for pursuing higher ed, which are primarily extrinsic and salary-driven.

Villanueva argues that it is crucial to recognize the language of ROI, how students are making decisions about college, and how the value of college is being framed and the ways those inform district- and campus-wide planning and priorities. and how it could inform district- and campus-wide planning and priorities.

Students typically decide where (or whether) to attend college based on cost, convenience, and career goals.

What is the value of college? How is that value defined? What role do or should faculty have in determining this?

Tuition has exponentially increased; labor markets vary by program—who drives the narrative around the value of particular programs? Currently, Aspen Institute, Teacher's College Columbia University, and ACCJC are providing the narrative framework.

Villanueva emphasizes faculty's role in ascribing value to the education students receive at our institution, which should manifest in the work of Academic Senate, program review, and other venues. Faculty should define the value of their programs rather than the district or external forces, which is why we should be mindful of the lead and lag measures that are being proposed for the district strategic plan.

Discussion of values of degrees that don't necessarily result in jobs or careers in explicitly related professions. Skills and ways of thinking may transcend prescribed or assumed trajectories; transferrable skills and abilities across contexts.

Villanueva notes that the language of the Big Beautiful Bill is mirrored in the language of the ACJCC whitepaper.

A faculty member noted expressions of concern around ROI and accreditation in other venues, as ROI is being determined by salary 3-years post community college.

Lenkeit Meezan notes that CAP-level outcomes and ILOs are a way to define value as they lead to workplace skills.

Villanueva offers a reminder of the Unlocking Opportunity Initiative and notice of ongoing discussions around ROI.

Comment about the responsibility of educators and counselors to communicate value of education in terms of transferrable skills and other traits, such as empathy and creativity. Notes importance of communicating this particularly for students with less cultural capital in academic contexts. Many students don't understand the relationship between coursework and careers or that skills can transfer and provide career options that may not be obvious.

Villanueva requests that senators share the ACJCC white paper and the "Classifying Community College Programs by Post-Completion Success in Transfer and Workforce" document by the Aspen Institute and Teachers College, Columbia University with constituents and solicit feedback about ROI-driven language and policies.

Whitley-Putz commented that there are models for churning out degrees with no ROI, such as online degree mills and so we need to ensure higher ed is working as it should.

Break.

12. Blueprint for Success: Objective 4.2, Santillan-Nieto and Villanueva

Transformational Goal: “By 2030, 88% of employees rate their career satisfaction as high with no disparities based on employee classification or demographic characteristics, reflecting an increase of 19- percentage points from 2025.”

Villanueva posed the question: What does career satisfaction mean to you?

Goal 4: “Lead a transformative college culture that embraces demographic change, elevates the visibility of the workforce and economic development, and boldly communicates Foothill’s story through meaningful engagement and outreach.”

Villanueva asked how we want to define engagement, what engagement looks like.

Objective 4.2: “Foster a college culture of growth and engagement, providing employees with opportunities to thrive.”

When asked what comes to mind with respect to objective 4.2, faculty share the following:

- Attending conferences
- Mental health & well being
- Work/life balance; support for activities/resources outside of work that allow one to be fully present at work
- Support for refinement, implementation, innovation of ideas
- Iterative processes and having a culture of support

Santillan-Nieto shared that classified colleagues are concerned about double standards based on classification and desire transparency and respect. Trust and relational dynamics are crucial; current structures do not benefit all employees. Emphasis on need for trust and interpersonal relationships.

Villanueva noted that some areas have that trust but it is not campus-wide; only 1/3 of respondents to campus climate survey feel there are opportunities for career advancement. What does career advancement look like in this context? What opportunities are there for classified professionals?

Per the survey, satisfaction declines with more years of service.

To address objective 4.2, Villanueva and Santillan-Nieto pose questions:

- What role does professional development play in supporting a college culture of growth and engagement?
- How must professional development evolve if we are serious about fostering a culture where employees thrive?

- What kinds of professional development are necessary to move career satisfaction from an aspiration to a measurable outcome?

Faculty member noted that these all have to do with professional development and asks about how satisfaction relates to the work we do with students.

Villanueva asked how are we defining professional development; is it possible to surface this more, as well as the time commitment involved.

Santillan-Nieto said we can the question about what professional learning means and what current structures of support are working? Provides the example of group created by and for administrative assistants as a source of support and knowledge sharing. Suggested tapping into existing knowledge and practices and to consider how it might be deployed in ways we perhaps haven't considered.

Faculty member highlighted POCR, department chair meetings, and SLO pods as examples of meaningful opportunities for professional learning.

Villanueva shared that he and Santillan-Nieto will be conducting a survey of existing opportunities.

Faculty member remarked on the difficulty they have of taking advantage of some opportunities because they occur during work hours.

13. Foothill Technology Plan Development, Villanueva

Villanueva solicits faculty input for technology that addresses instructional and operational needs.

- What is working well with currently available technology?
- What are the pain points and barriers?
- What supports would help faculty successfully adopt new tools and practice?

14. J1 Accessibility & RSI Guidance, Meezan

Lenkeit Meezan reported on norming activities by a cross-district committee focused on the accessibility and RSI questions on the J1, which resulted in the creation of a rubric to assist evaluators and those being evaluated. Reminder that accessibility is a responsibility shared between the college and employees. Work in this area was a result of feedback from evaluators and those being evaluated that there was not a common understanding of the ratings and expectations.

The rubric will be brought to the joint senate; if approved, it will be included in negotiations with potential implementation for this fall. The hope is that because the committee included colleagues from both campuses as well as FA that it will be approved.

This rubric is specifically for the J1 form used for online classes; a different version is used for on-campus classes. On the form used for in-person classes, the question focused on the diversity of learners could be connected to accessibility.

Whitley-Putz noted that all materials, regardless of modality, should be accessible and suggests the on-campus J1 should be reassessed.

A faculty member asked if the J1 will be revised to cover the state accessibility requirements since it does not currently do so. notes that the J1 does not cover the federal accessibility requirements and asks if it will be revised

Gray clarified that the J1 is not meant to align with state guidelines but is instead meant to encourage conversation.

15. New Faculty Resource: Accessibility in Canvas, Whitley-Putz

As of April 24, 2026, new federal regulations concerning accessibility take effect. Faculty are invited to take advantage of POOCR and support from Online Learning to ensure the content in their courses is accessible. In addition to POOCR, faculty can take advantage of the 10-day accessibility challenge, as well as an Accessibility in Canvas course. Faculty are welcome to take advantage of drop-in hours and assistance will be available over spring break.

16. Program Review Process and Template Update, Kuo Harris

Tabled.

17. Officer, Chairs, Coordinator & Committee Reports

Kaupp reported that the CCC has shared the updated GE application forms, which will go live during the second half of spring quarter.

Chan reported on the previous MIP-C meeting, which featured a demo for a client management relation system called Element 451 as well as a presentation on the work of the AI Fellows. President Whalen provided an update on the ongoing conversations with Muwekma Ohlone regarding the repatriation of ancestral remains. President Whalen also discussed the early retirement incentive program and need for subsequent realignment.

La Piana reported that the next Senate meeting would include a discussion of Senate scholarship descriptions and GPA requirements.

Lenkeit Meezan mentioned the technology tools adoption rubric passed by Senate in 2021, which does not appear to have been considered for the adoption of Element 451.

Davison reported that the election committee received nominations for the position of President and PT Faculty Representative. Nominations are due by the end of Week 8.

Villanueva described the district's method of hindering input for the Flock cameras throughout the district and will request an audit of who has accessed the data.

On behalf of AS, Villanueva expressed condolences and offered support to ASFC and the family and friends of Arun Gottipati.

Meeting adjourned.