

Draft Minutes, FHDA Joint Academic Senate, March 9, 2026

1. Call to Order, Davison

Davison called the meeting to order and thanked De Anza for traveling to the Foothill campus. She explained that it is a joint meeting, not a district meeting, which means there are no voting or action items on the agenda. At the next joint meeting, the hope is for consensus on the items introduced at today's meeting since there is no formal voting mechanism.

2. Agenda Adoption, Davison

Agenda approved by consensus.

3. Public Comment, Davison

Villanueva (Foothill) reminded the body of the tenure ceremony at the Board of Trustees meeting that evening.

De Anza student and News Editor of *La Voz* Gavin Rust announced the publication's record number of 46 awards at the Associated Collegiate Press Spring National Conference, which was attended by 87 colleges from states across the country. Rust quoted an excerpt from "La Voz Wins 46 Awards in San Francisco" by Wylder Robison and Xitaly Martinez and celebrated his fellow staff members.

4. District Strategic Master Plan, Momjian and Davison

Davison and Vice Chancellor for Strategy, Institutional Effectiveness, Engagement Gohar Momjian provided an overview of their work together and coordination with Foothill and De Anza Senate leadership on the district strategic plan. Momjian remarked on the advanced development of strategic plans by each campus and the district's efforts to create an integrated, districtwide plan. She presented a review of the planning timeline and described the process as a translation of Chancellor Lambert's strategic priorities into districtwide goals; each college's goals map to and align with those priorities. Momjian expressed that Chancellor Lambert is focused on the "paradox of Silicon Valley," in terms of the extreme wealth and extreme poverty and wanting to ensure students can receive an education here as well as afford to live and work in the area.

The FHDA District Strategic plan is a focused, 10-page document designed to promote efficient implementation and execution. Momjian reviewed the five priority areas, each consisting of one broad goal and noted that the plan is to determine together the pathway toward achievement, in a manner that reflects the work faculty are already doing. She expressed that achievement of these goals should not be viewed as a competition between the two colleges. The colleges may have different areas of development that enable the district as a whole to serve students. The

presentation also included a list of foundational practices for achieving the five districtwide priorities.

The Five Districtwide Strategic Priorities are:

- Equity by Design: Empower Every Learner for Impact
- Learning, Innovation & Liberal Arts Education
- Digital Transformation & AI Readiness: Build a Human-Centered Tech Future
- Career Pathways & Economic Opportunities
- Global Citizenship & Civic Innovation: Educate for a Borderless World

The corresponding Five Wildly Important Goals are:

1. Equity: By Fall, redesign course scheduling to support workforce pell implementation to ensure 30% of eligible programs are in accelerated pathways.
2. Learning: Create 5 academic pathways for dual admissions articulation with UC/CSU transfer institutions by Fall 2027.
3. Digital Transformation: By 2027 a framework for digital transformation is defined and applied to enhance the student experience.
4. Career Pathways: Ensure all CTE programs are aligned with labor market demand by the end of Spring 2029.
5. Global Citizenship: Every student enrolled in Area 4 (CalGETC) will engage in civic and community engagement by 2030.

Momjian discussed the plan to act on lead measures (“a predictive activity that a team can directly influence to achieve a future outcome”) rather than lag measures (“a result that tracks past performance after an activity has been completed”) and track accountability via quarterly reviews.

Slide #12 features feedback and in-progress modifications, which are:

- Emphasized iterative process in introduction to show how district planning is aligned with college goals
- Added college context in each goal area for increased transparency and alignment
- Incorporated each lead/lag indicator with accompanying goal for clarity on method for measuring progress
- Adding resources associated with each goal which provides multiple perspectives, national and local context for goal development, accountability, and implementation
- Documenting baseline data if available

Momjian solicited questions and feedback for the purpose of iterating and presenting to the Board of Trustees in May and June. She acknowledged questions she's received about implementation and explained that members of the Executive Leadership Team will each sponsor a goal and convene districtwide committees to work on implementation.

Davison remarked on the change regarding curriculum from the previous draft, which was removed because curriculum is faculty purview. She also addressed and corrected reports of the colleges merging; they are not. Davison stressed the importance of providing Momjian with insight regarding each college's strengths and the unique aspects of their identities, as well as Momjian's willingness to hear concerns.

Singh (De Anza, Zoom) offered thanks for the presentation and celebrated the emphasis on collaboration between the two colleges as well as the necessity of that collaboration to serve students.

Vega (Foothill, Zoom) commented on the absence of older adults and adults with disabilities in the district's strategic plan. She suggested adding the phrase "enrichment possibilities" to Goal #4 to read, "Career Pathways and Enrichment Possibilities" and called for serving older generations who are not focused on careers, but who seek opportunities for enrichment.

Kaur (De Anza) asked about the rationale for scheduling for Pell grant implementation as the goal for Equity by Design, especially since the State has not yet released specific guidelines.

Momjian explained that it is because of the newness of the program, which will allow students to receive financial aid for job-oriented certificates they can complete in 12 weeks.

A Foothill faculty member noted a discrepancy in the language about curriculum, which was changed in the document but not the slide deck.

Mendoza (De Anza) asked what kind of consultation occurred with the equity offices at each college with respect to Goal #1, Equity by Design. It was also noted that De Anza's strategic plan identifies specific populations of disproportionately impacted students, and a question was asked about how those populations are being considered with respect to the district's goals.

Momjian has not yet met with equity offices as the initial visits have been with shared governance. The presidents of each campus provided input.

Wilker (De Anza, Zoom), the Faculty Coordinator for the Office of Equity, invited Momjian to reach out.

Gilstrap (Foothill, Zoom) asked whether Goal #2, "Create 5 academic pathways for dual admissions articulation with UC/CSU transfer institutions by Fall 2027," would rely on the program maps

generated by Program Pathways Mapper or agreements with individual institutions. Momjian said that will be determined by subject matter experts participating in the workgroups.

Davison shared that Momjian would attend the joint senate meeting on April 6 to receive feedback, with the goal of approving the strategic plan by consensus.

5. Guidelines around RSI and Accessibility, J1B/J1C, Meezan and Gray

Lenkeit Meezan provided context for the drafted guidelines, which were created by an ad hoc committee at the request of Foothill's Academic Senate. The group included members of faculty and administrators from both campuses, FA, and representatives from the district, who met four times in January to work on the goal of creating a shared understanding of the ratings for the questions #6 and #13 on the J1.B (asynchronous instruction) and questions #9 and #17 on the J1.C (mixed-modality instruction), which resulted in draft guidelines and rubrics for regular and substantive interaction (RSI) and accessibility.

Gray explained that the evaluation is a snapshot of a course and not a full assessment of accessibility with an emphasis on engaging in process. Evaluators will observe how instructors are engaging with campus resources and plans for implementation.

Lenkeit Meezan recapped the district's support of RSI development and noted that RSI often takes place in ways that can't be viewed by evaluators. Instructors need to be proactive about sharing how and when RSI occurs with evaluators, using communication plans to guide those conversations. Accessibility is a shared responsibility between faculty and colleges. Faculty are not hired as accessibility experts but are required to provide accessible materials, which can be addressed through professional development. The rubrics are designed to reflect a growth mindset.

Davison confirmed with Gray that the guidelines need to be negotiated and approved by FA, so the goal is for approval by consensus among the two Senates on April 6. Meezan invited feedback for the current first read.

Kaupp identified a disconnection between the language used in the guidance ("How are you approaching accessibility in your course to ensure that all learners can engage with the course material?") and the emphasis on the Big 7, which is relevant for a narrow band of disabled learners.

Lenkeit Meezan highlighted the benefits of the Big 7 to all students, not just disabled learners.

Whitley-Putz clarified that the Big 7 concerns "digital" accessibility specifically, which can be made more explicit in the guidance and recommended refining the language ("all learners, especially those using assistive technology").

Kaupp acknowledged the benefit of the features and reiterated his concern with language referring to "all learners" and accessibility.

Kaur referred back to the district's goal of Equity by Design and suggested that accessibility is the loftier goal, one that should be elevated by the district and supported with resources.

Davison commented on the need for consistency between the two campuses with respect to how evaluation criteria are rated and acknowledged FA's ongoing work in this area.

Davison requested additional feedback in preparation for the meeting on April 6.

6. Announcements and for the Good of the Order, Davison

Davison is working with Vice Chancellor of Human Resources & Equal Opportunity Dianna Rose to establish a district equivalency process and policy.

Davison informed faculty that the district will not be taking action on conversion from a quarter system to semesters (which takes millions of dollars and years to execute). Chancellor Lambert's office has been interested in exploring conversion in part because of the difficulty of adhering to the state chancellor's semester-based timelines. Davison has communicated the difficulty of having to rearticulate every single class for a semester schedule.

Gray announced that FA voted to reopen discussion of the academic calendar by exploring 11-week quarters instead of 12-week quarters. Shorter quarters would not conflict with Jewish holidays in September, offer more flexibility for breaks, and make our academic year (which is currently 36 weeks and would be reduced to 33 weeks) more aligned with four-year institutions (32 weeks). Shifting to an 11-week quarter would not require rearticulation. Woodbury noted that class sessions would be longer by a few minutes. There is currently little to no flexibility with the 12-week calendar because of Allied Health programs that run during summer and require contracts with specific sites for clinical work.

Davison confirmed that FA is handling negotiations around changes to the length of the academic year and that the focus is on 11-week quarters and not converting to semesters.

Davison announced that the ASCCC plenary session will be on the agenda for the next meeting. Davison explained her process for voting at the plenary session, which is to vote on a resolution if both colleges are aligned and to abstain if they are not. Woodbury noted that a first look at the resolutions would be available on Friday, March 13, at the ASCCC 2026 Spring Area B meeting. Each senate president will report the results to their campus.

Woodbury thanked Foothill for hosting.

Davison adjourned the meeting.