

Foothill College Academic Senate Meeting Minutes

Monday, March 17, 2025

2:00 – 3:55 p.m. | Krause Center for Innovation & Zoom

1. Call to Order

The meeting was called to order at 2:02 p.m. by President Voltaire Villanueva, who acknowledged the challenges of week eleven and thanked attendees for their participation.

2. Roll call

Attendance was taken (attached) and quorum established

3. Approval of the Agenda

Villanueva highlighted key agenda items, including the reaffirmation of a resolution supporting undocumented students and a report on Student Learning Outcomes (SLOs). A motion to approve the agenda was made by Stephanie Chan, seconded by Ben Kaupp, and adopted by consensus.

4. Public Comment

Patrick Morriss celebrated newly tenured faculty members.

5. Approval of the Minutes from March 10, 2025

Numerous corrections were noted, including a statement misattributed to Stephanie Chan and an error in Item #8 regarding digital tools. Julie Jenkins requested modifications to a comment. Further corrections included striking or attributing edits and ensuring accurate attribution of statements. A motion to approve the minutes with amendments was made by Ben Kaupp, seconded by Lynette Vega, and adopted by consensus.

6. Approval of the Consent Calendar

- Don MacNeil rejoining the Executive Committee for Kinesiology and Athletics (KA) in Spring Quarter.
- Tracee Cunningham volunteering for the Commencement Committee.

A motion to approve the consent calendar was made by Paolo Verzosa, seconded by Michael Chang, and adopted by consensus.

7. ASFC Updates – Paulo Versoza

Paolo Verzosa reported on upcoming activities, including Muslim Heritage Month events and the challenge of outreach to a broader student audience. He noted that while ASFC has been engaging students on campus through events and surveys, their reach remains

limited to a recurring subset of students. Verzosa emphasized the need for faculty assistance in broadening outreach efforts.

Verzosa acknowledged the **challenges ASFC faces**, pointing out that **ASFC represents only about 50 students out of Foothill's 13,000-person student body**. He stressed that while ASFC is committed to advocacy, **faculty support in sharing information is crucial to improving student engagement**.

He proposed two main strategies: (1) in-class announcements, where ASFC representatives could present briefly on key initiatives, and (2) faculty sharing ASFC information via Canvas announcements. He encouraged faculty to contact him or Stacy Gleixner for support in disseminating information.

Faculty members suggested that ASFC should send outreach templates that could be easily posted in Canvas courses. Verzosa expressed gratitude for faculty support in helping ASFC better represent and engage the student body.

8. Reaffirming Support of Undocumented Students and the Privacy of Student Records

Hilda Fernandez opened the discussion by **stressing the urgency of the moment**, stating that the **level of fear and stress in the undocumented community is significant**. She **noted that the meeting recording was stopped** due to the **sensitive nature of the discussion**, emphasizing that **students and faculty need a safe space to share concerns**.

Fernandez described the **violence and uncertainty facing undocumented individuals**, noting that many **protective policies in place before 2023 have been weakened or reversed**, leaving the community increasingly vulnerable. She referenced **specific enforcement actions** that have directly impacted students and their families.

She recalled a **past incident at De Anza College**, where **armed ICE agents were present on campus**, causing widespread fear. The memory of that event continues to **weigh heavily on undocumented students and staff**, and she reiterated that **we have both students and employees within the district who are undocumented**.

Suzie Quezada emphasized that **the challenges extend beyond undocumented students themselves**, affecting **mixed-status families** as well. She shared that some students have had to **leave class to organize rapid response networks**, working urgently to support family members in distress. This level of emotional burden, she noted, **significantly impacts students' ability to focus on their education**.

Maritza Sandoval, the **Puente Program counselor**, echoed these concerns, stating that **many of her students live in a state of constant anxiety**. She described how students

struggle to concentrate on coursework when they are **worried about potential deportation actions against themselves or their loved ones.**

Voltaire Villanueva then **opened the floor to student voices**, inviting any students present to share their perspectives.

One student spoke about the **sense of fear that now permeates their family and community.** They noted that while **colleges should serve as spaces of safety and learning, undocumented students often feel unprotected**, especially when federal and state policies shift unpredictably. They urged faculty and administrators to **actively stand in solidarity** with undocumented students rather than passively offering support.

Other students voiced **concerns about a lack of awareness** among the student body regarding the resolution and the efforts being made on their behalf. One student asked what it **truly means to be an ally**, calling on faculty and administration to **move beyond symbolic gestures** and take **concrete steps to protect undocumented students.**

David Marasco shared his initial thoughts on the resolution, but that **facts on the ground have changed.** He referenced **comments made by Chancellor Lee Lambert** at a recent **District Town Hall**, where it was noted that **President Trump had invoked the Alien Enemies Act over the weekend** to authorize the **deportation of undocumented individuals with criminal offenses.**

Marasco also shared insights from a **recent physics conference**, where educators discussed how **higher education institutions play a critical role in providing sanctuary and advocating for marginalized groups.** He pointed out that **California Community Colleges operate under a principle of universal access**, a concept rooted in policies dating back to the **Truman administration's civil rights expansions.** "If we as a college step away from this fight," Marasco stated, "**we are abandoning our fundamental values.**"

Patrick Morriss added that **this is not just an issue affecting undocumented students—it is a test of our shared humanity.** He acknowledged his own **position of privilege as a white faculty member** but emphasized that **there is no 'them' in this situation—eventually, policies that harm vulnerable groups will come for all of us.**

Stephanie Chan reflected on the **hidden nature of many students' struggles.** She noted that in her **online courses, she often cannot see or hear the struggles of her students**, making it even more important for faculty to **remain proactive in understanding and addressing these issues.**

Villanueva provided an update on the **ongoing reconciliation process** for the resolution. He explained that the **Foothill and De Anza Academic and Classified Senates** are

working to **merge their resolutions** into a unified statement of **district-wide support for undocumented students**.

Before the vote, a student asked about **the legal implications of the resolution**, questioning whether it would impact the district's compliance with federal laws. Another faculty member responded by explaining that **the district remains in full legal compliance**, and the resolution serves as **a reaffirmation of Foothill's commitment to student protection and advocacy**.

Lynette Vega suggested that the resolution **be translated into multiple languages** to ensure **greater accessibility for students and families**.

Villanueva read an **additional "Whereas" clause** added to the resolution, expanding its language to **express solidarity with other marginalized groups** impacted by **hate speech and targeted discrimination**.

The **motion to adopt the resolution by acclamation** was made by **Patrick Morriss and Fatima Jinnah**, and the resolution was **approved unanimously**.

Hilda Fernandez closed the discussion by sharing a **personal reflection on her family's immigrant experience** and the **broader struggles of undocumented communities**. "How do we break down silos and protect all of us?" she asked. "Think like an immigrant. How do we create bridges and become a true living democracy?"

9. Student Learning Outcomes Assessment and Reflection: Framework and Process Overview

Academic Senate President Voltaire Villanueva introduced the discussion on the Student Learning Outcomes (SLO) Workgroup, noting that while the group had made significant progress in developing a new framework, it had been operating without a formal faculty coordinator.

The workgroup was tasked with creating a mission statement and framework for assessing student learning outcomes, ensuring that the process is faculty-driven, transparent, and aligned with accreditation requirements. Villanueva acknowledged Stephanie Chan and Ryer's early contributions to this effort.

Jordan Fong provided a brief update on the workgroup's progress, before handing the discussion over to Allison Lenkeit Meezan, who walked faculty through a PowerPoint presentation outlining the framework, its objectives, and faculty roles.

Key Goals & Structure of the Framework

Meezan explained that the primary motivation behind the framework is to create a meaningful and sustainable approach to assessing student learning, rather than an exercise in bureaucratic compliance.

Key objectives include:

- Creating a structured and faculty-led process that connects SLOs to Institutional Learning Outcomes (ILOs).
- Ensuring that assessment is integrated into pedagogy, with a focus on reflective practice rather than rigid data collection.
- Maintaining accreditation standards while keeping the process manageable and relevant to teaching.

Meezan presented a visual framework outlining the alignment process:

SLOs → Program-Level Outcomes (PLOs) → CAP Level Outcomes → ILOs → Mission & Values

She walked through how this process applies to individual courses, explaining that SLOs should be embedded in syllabi, instruction, and assessment strategies. Faculty will review their assessment reflections midyear and, at the end of the academic cycle, submit a one-page guided reflection alongside their final grades.

Meezan emphasized that having a Canvas shell for SLO discussions allows for greater faculty collaboration and ensures that faculty remain engaged with continuous assessment improvements.

Faculty Discussion & Feedback

- Hilary Gomes expressed appreciation for the use of Canvas as a discussion tool, stating that it offered a more accessible alternative to past reporting systems like TracDat.
- Ben Kaupp emphasized that curriculum development is an integral part of this process, noting that SLOs are embedded in the Course Outline of Record (COR) and must be continuously reviewed.
- Fatima Jinnah asked for clarification regarding faculty responsibilities, particularly the requirement that one SLO per course be assessed each quarter. Meezan confirmed that the focus will be one SLO per course per quarter, allowing for manageable assessment loads while still maintaining consistent reflection and improvement.
- Hilary Gomes raised concerns about the workflow for departments with multiple instructors teaching the same course. Meezan acknowledged that this presents a

unique challenge and emphasized that faculty should use collaborative discussions to align assessment practices across sections.

- Patrick Morriss asked about the accreditation requirements related to the framework. Meezan clarified that this structure ensures Foothill's compliance with accreditation expectations while keeping the process practical and faculty-centered.
- Rachel Mudge shared the challenges of organizing SLO analysis in the Math Department, stating that having benchmarks and structured milestones will help departments stay on track over the five-year assessment cycle.

10. Interim SLO Coordinator Appointment

Villanueva then introduced a motion to appoint Allison Lenkeit Meezan as the Interim Student Learning Outcomes Coordinator for Spring 2025, noting that formalizing leadership is necessary for the successful implementation of the new framework.

- Motion: Fatima Jinnah
- Second: Lynette Vega
- Outcome: Approved unanimously

Meezan accepted the position, expressing appreciation for the faculty's trust. She reaffirmed her commitment to collaboration and ongoing faculty input, emphasizing that the framework will remain a work in progress as it evolves to meet faculty needs.

11. Educational Master Plan Update

This agenda item was postponed until the next meeting.

12. Committee Reports

- District Diversity and Equity Advisory Committee updates were shared. David Marasco noted that turmoil in the District HR department led to a missed submission of documents to the State of California, but leniency was provided.
- Faculty were reminded of ongoing opportunities to participate in governance and curriculum development initiatives.

The meeting adjourned at 3:56 p.m. The next meeting is April 7th at 2 p.m.

Minutes prepared by: Robert Cormia, Secretary/Treasurer using Chat GPT 4o and Zoom .vtt

Attendance March 17th 2025

Nate Vennarucci	Apprenticeship	absent
Stephen Schnell	Apprenticeship	absent
Mona Rawal	BSS	Zoom
Ryer	BSS	Zoom
Fatima Jinnah	Counselling	4006
Tracee Cunningham	Counselling	4006
Ana Maravilla	DRC/VRC	Zoom (address posted)
Eric Kuehnl	FAC	absent
Hilary Gomes	FAC	4006
Lydia Daniel	HSH	Zoom
Brenda Hanning	HSH	absent
Katy Ripp	KIN	Zoom
Rita O’Laughlin	KIN	Zoom (address posted)
Stephanie Chan	LA	4006
Amber La Piana	LA	Absent
Eric Reed	LRC	Zoom
Destiny Rivera	LRC	4006
Rachel Mudge	STEM	4006
Ryan Pugh	STEM	4006
Julie Jenkins	FA Rep	4006
Allison Lenkeit Meezan	Teaching and Learning	4006
Michael Chang	23-25 PT Rep	4006
Lynnette Vega	24-26 PT Rep	Zoom
Paulo Verzosa	ASFC Rep	4006
Doreen Finkelstein	Classified Senate Rep	4006
Carolyn Holcroft	Prof Dev Coordinator	4006
Evan Gilstrap	Faculty other roles	4006
Ajani Byrd	Dean of Equity	Zoom
Stacy Gleixner	President’s cabinet	4006
Robert Cormia	Secretary-Treasurer	4006
Patrick Morriss	Executive VP	4006
Ben Kaupp	VP of Curriculum	4006
Voltaire Villanueva	President	4006
David Marasco	Senator Emeritus	4006
Judy Walgren	SLO Workgroup	4006
Jordan Fong	SLO Workgroup	
Hilda Fernandez	Language Arts	4006
Suzy Quezada	Language Arts	Zoom
Maritza Sandoval	Puente faculty	Zoom