

## Executive Committee Meeting Minutes

Monday, February 24, 2025

Time: 2:00 – 4:00 p.m.

Location: Krause Center for Innovation (4006) & Zoom

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### 1. Call to Order

The meeting was called to order at **2:00 p.m.** by **Academic Senate President Voltaire Villanueva**.

Villanueva welcomed everyone and noted how quickly the quarter was passing, emphasizing the importance of today's discussions. He expressed gratitude for faculty engagement, particularly on issues that have generated substantial discussion among the community.

### 2. Roll Call

Roll call was conducted by **Robert Cormia (Secretary/Treasurer)**. A **quorum was established**.

Cormia confirmed that multiple members were attending remotely via Zoom, ensuring everyone could participate fully.

### 3. Adoption of the Agenda

- **Presenter:** Voltaire Villanueva
- **Motion:** Ben Kaupp
- **Second:** Eric Reed
- **Outcome:** Approved by consensus

### Discussion:

Villanueva pointed out that two agenda items—**Foothill's Institutional Values Revision Proposal** and **Multiple and Overlapping Enrollments**—had generated substantial faculty feedback. He advised that extra time might be needed for discussion. **Patrick Morriss** suggested reviewing the schedule at **3:30 p.m.** to determine if adjustments were necessary.

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#### 4. Approval of Previous Meeting Minutes

- **Presenter:** Voltaire Villanueva
- Corrections were made to the **Teaching with Technology** section, particularly incorporating comments from **Carolyn Holcroft** regarding the **AI tools Rumi and Harmonize**.
- **Eric Reed** noted that the Senate's **formal endorsement** of the **Lower Campus name change** was still pending.
- **Motion to approve as amended: Patrick Morriss**
- **Second: Ben Kaupp**
- **Outcome:** Adopted by consensus (**Evan Gilstrap abstained**).

#### Discussion:

Holcroft stressed the importance of **accurately documenting faculty concerns** regarding **technology in teaching**. Villanueva agreed, emphasizing that the **minutes should capture nuanced faculty perspectives**, particularly when discussions involve **significant policy changes or institutional values**.

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#### 5. Public Comment & ASFC Updates

##### Student Government Priorities & Gym Access Initiative

**ASFC President Paulo Verzosa** provided several updates:

1. **Winter Ball:** Scheduled for **Thursday**, themed as a **1970s disco event**, with faculty and staff welcome.
2. **Food Insecurity Solutions:**
  - Verzosa reported that previous student efforts **successfully expanded dining options on campus**, ensuring students in evening classes had access to meals.
  - However, **long-term solutions** for campus food security are still being explored.
3. **Gym Access & Equity Concerns:**

- **115-student petition** submitted to open the **fitness center for drop-in hours**.
- Verzosa highlighted that students currently **must enroll in a fitness class** to access gym facilities, which presents an **equity barrier**, particularly for **international students** who pay **significantly higher per-unit fees**.
- **Faculty Responses:**
  - **Katy Ripp** (Kinesiology & Athletics) explained that a **non-credit course (PHED 45)** previously allowed students to access the gym, but **staffing costs and Title V regulations** led to its discontinuation.
  - **Ben Kaupp** and **Hilary Gomes** expressed interest in **exploring alternative non-credit options**.
  - **Robert Cormia** recalled previous attempts to create a **student-accessible gym model**, asking whether previous solutions could be revisited.

#### 4. **Title IX Awareness & Campus Safety:**

- **New Title IX posters** placed across campus to raise awareness about **support services and campus police resources**.
- Students have raised concerns about **poor lighting on campus**, impacting their sense of safety.

#### 5. **Student Body Fee Increase:**

- The ASFC Finance Board is considering a **\$5 increase** in the **student body fee** to sustain student government initiatives.

Verzosa **reaffirmed his commitment to student concerns**, particularly regarding **gym access**, and encouraged further faculty support.

#### 6. **Lower Campus Name Change Resolution**

- **Presenter: Patrick Morriss**

##### **Introduction & Context**

At the February 10 meeting, Patrick Morriss introduced the resolution to rename the **Lower Campus Student Services Building** in honor of **Dr. Jean Thomas**, a faculty member and administrator whose work at Foothill College profoundly influenced **student support**

**services, equity initiatives, and mentoring programs.** Today's presentation was the second read.

Morriss explained that the initiative to rename the building was **not a recent development** but rather the culmination of **years of advocacy** from students, faculty, and community members who wanted to see Dr. Thomas's contributions formally recognized.

He provided historical context, describing how Dr. Thomas played a **pivotal role** in expanding **counseling services, academic mentorship programs,** and **student success initiatives** that remain **foundational to Foothill's equity-driven mission** today.

### **The Role of Dr. Jean Thomas in Student Success**

- **Eric Reed** emphasized that Dr. Thomas was widely regarded as **the founder of the "Pass the Torch" program, a peer mentorship initiative** that has helped countless students—particularly those from **historically underrepresented backgrounds**—navigate academic challenges and **succeed at Foothill College.**
- Reed noted that when Pass the Torch was launched, it was **one of the first structured peer-to-peer mentoring programs** at the community college level, with **measurable impacts on retention and academic outcomes.**
- He shared a personal anecdote about how **faculty members still reference Dr. Thomas's advising model** when developing **new student support initiatives,** showing that her legacy **continues to influence Foothill's policies today.**

### **Villanueva's Reflections**

- **Academic Senate President Voltaire Villanueva** echoed Reed's sentiments, sharing his own experience of walking into the **Foothill College Counseling Center** for the first time and noticing a **large mural honoring Dr. Thomas's work.**
- He remarked that **her influence was everywhere,** embedded in the very structure of Foothill's **student support philosophy.**
- Villanueva urged faculty members to support the resolution, stating, **"The Pass the Torch program has transformed the lives of so many of our students. This isn't just a name change—it's an acknowledgment of the impact she had on this institution."**

### **Support from Faculty & Discussion**

- **Patrick Morriss** reiterated that this was **not just a symbolic act** but a **faculty-led endorsement** that would send a **clear message to the FHDA-CCD Board of Trustees**.
- He emphasized that faculty wanted the Board to **understand the significance of Dr. Thomas's contributions** and to recognize that the **Academic Senate overwhelmingly supports this resolution**.
- Several faculty members voiced **strong agreement**, emphasizing that naming the building after Dr. Thomas would **align Foothill's physical spaces with its commitment to student success and equity**.

### Outcome & Next Steps

- **Motion to approve by acclamation: Unanimously supported.**
- The resolution will be **formally submitted to the FHDA-CCD Board of Trustees**, and it is expected to be placed on their **Monday, March 10 meeting agenda**.

Morriss thanked faculty for their **resounding support**, noting that this resolution reflected **not just appreciation for Dr. Thomas's work, but a reaffirmation of Foothill's commitment to equity, mentorship, and student empowerment**.

### 7. Foothill's Institutional Values Revision Proposal

- **Presenter: Kristina Whalen (College President)**

**Kristina Whalen** began by acknowledging the faculty's engagement with the **Institutional Values Revision process**, noting that **multiple campus-wide surveys and forums** had contributed to the proposed changes. She explained that the revisions reflect how the college community **currently defines itself** rather than maintaining values from **past administrations**.

She pointed to a data deck from a previous **values assessment** and highlighted a shift in core values:

- **"Trust," "Openness," and "Sustainability"** had been identified as **values to sunset** based on faculty and staff input.
- The **new proposed core values** were **"Integrity, Honesty, Transparency, Innovation, Equity, Community, and Grace."**

Whalen further discussed **"value clusters"**, explaining that some values naturally **grouped together in responses**. A significant number of faculty and staff emphasized **kindness, love, and grace**, which led to the inclusion of **"Grace"** in the final proposal.

- **Evan Gilstrap** noted that his constituency had expressed concerns about the inclusion of **"Love and Grace"**, suggesting that a more **neutral alternative** would be **"Care and Grace."**
- **Voltaire Villanueva** mentioned that identifying values will help create the culture that will help drive our work and care for students.
- **Fatima Jinnah** emphasized that the college needs to incorporate **"repair"** into its values, explaining that institutions should be **actively correcting past harm** rather than simply committing to equity.
- **Stephanie Chan** voiced **regret** over the removal of **"Sustainability"**, arguing that it should remain an **institutional commitment** given Foothill's **climate action goals**.
- **Hilary Gomes** questioned why **"Openness" was removed** while **"Transparency" remained**, calling this an **inconsistent approach** to defining values.
- **David Marasco** commented that **Innovation should be paired with Curiosity**, as **curiosity drives academic growth**.
- **Patrick Morriss** made an observation about **institutional value statements**, noting that **"love" is often missing from traditional academic frameworks** but remains a **foundational principle of education and mentorship**.
- **Carolyn Holcroft** posed a critical question: **"Why these values and not others? How do we know they reflect the actual priorities of this college?"** She argued that while stated values might represent **aspirational goals**, **real institutional values are reflected in decision-making processes**, which are typically **shaped by financial solvency, legal status, and institutional prestige**.
- **Patrick Morriss** built on this idea, arguing that institutions often operate based on **"shadow values"**—unspoken drivers of decision-making that **come into conflict with aspirational values**.
- **Julie Jenkins** emphasized the importance of **campus-wide discussions** on these values, particularly **equity, love, and grace**.
- **Lynette Vega** asked whether these values **apply not just to how faculty work with students but also to how faculty work with each other**.

### Leadership Response

Whalen responded that the revision process was designed to be **collaborative**, and that faculty voices would continue to **shape the final version** of the institutional values. She

also acknowledged the need for further **faculty engagement** before these values were formally adopted.

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## 8. Multiple and Overlapping Enrollments

- **Presenter: Dean Anthony Cervantes**

Dean **Anthony Cervantes** introduced this discussion by explaining that **an increasing number of students** were facing challenges due to **strict policies on overlapping course enrollments**. Many students had reported that the inability to enroll in **courses with minor time conflicts** was **delaying their graduation** and **prolonging their academic careers** unnecessarily.

Cervantes emphasized that **this issue disproportionately affects students with complex schedules**, including:

- **Students working full-time or part-time jobs.**
- **Parents managing childcare responsibilities.**
- **Students taking courses across multiple colleges, including De Anza and Foothill.**

### Faculty Discussion

- **Julie Jenkins** strongly opposed allowing students to **enroll in overlapping courses**, arguing that even **missing 15 minutes per session** represents a **substantial instructional loss**.
- **Fatima Jinnah** framed the issue as a **structural scheduling failure**, rather than a student "**problem**." She pointed out that **better scheduling coordination** could help **mitigate** these conflicts.
- **Ben Kaupp** disagreed with a **blanket rejection of overlap requests**, suggesting that a **flexible case-by-case approach** would be more student-friendly. He added that if **a student's graduation was hinging on a 10-minute scheduling issue**, the college should find **creative solutions** rather than enforcing rigid rules.
- **Hilary Gomes** supported the idea of **block scheduling**, which could help students **plan their courses more effectively**.
- **Amber La Piana** cautioned against the **unintentional messaging** that might come with allowing course overlaps, stating that it could **devalue instructional time**.

- **Patrick Morriss** acknowledged that **students with social capital** are often able to find **unofficial workarounds**, making this an **equity concern**.
- **Paulo Verzosa (ASFC President)** asked how **other colleges** handle course overlaps, noting that De Anza previously had a **strict policy** but later **introduced exceptions** for specific cases.
- **Carolyn Holcroft** urged that **faculty and administration take a compassionate approach**, reminding everyone that both **students and faculty face unexpected challenges** that can affect their schedules.

### Outcome & Next Steps

- **Villanueva** stated that **no official board policy currently exists on this issue**. He committed to **bringing this concern to Academic and Professional Matters or the Chancellor's Advisory Committee** to explore possible **policy adjustments**.

## 9. Insights from the ASCCC Conference on AI

- **Presenters: Voltaire Villanueva, Michael Chang, Amber La Piana**

### Introduction: AI's Role in Education & Faculty Concerns

Academic Senate President **Voltaire Villanueva** opened the discussion by describing his **recent trip to the ASCCC AI in Education Conference in San Diego**. He reflected on his **first experience using AI-powered tools**, noting how quickly the technology has **evolved in higher education**.

Villanueva posed a fundamental question to the group:

**“Where is all of this data coming from? And what does it mean for us as educators?”**

He acknowledged that while there are **legitimate concerns about AI in academic settings**, it is **futile to assume students will not use these tools**. Instead, he argued, faculty must **actively engage with AI, shape its role in education, and ensure that we are 'in the room where it happens.'**

Villanueva described his **takeaways from the conference**, emphasizing that while he remains **cautiously optimistic**, the Senate needs to **proactively discuss AI's implications for learning, assessment, and student equity**.

### Faculty Perspectives: A Divided Landscape



Villanueva then invited **other conference attendees** to share their insights.

- **Michael Chang** described his experience in **breakout meetings**, where faculty opinions on AI were **polarized**.
  - Some instructors were **“all in”** with AI, seeing it as a **transformative tool** for learning.
  - Others expressed **deep concerns about academic integrity**, particularly in disciplines where **creativity and original thinking** are central.
  - Chang mentioned that some of his own students have **misused AI-generated content**, raising the question of **how institutions should define and enforce AI-related academic honesty policies**.
  - He also noted that the **CSU system has already purchased an enterprise AI license**, meaning that all **CSU students will soon have access to institution-approved AI tools**.
- **Villanueva** added that the **California Community Colleges Chancellor’s Office** is **exploring a statewide AI licensing agreement**, which could significantly impact **how community colleges integrate AI into curriculum and policy**.
- **Evan Gilstrap** shared that Foothill College was **looking into AI-assisted articulation tools** to help with **course equivalency and transfer agreements**, though he stressed that this was a **complex and nuanced issue** requiring further faculty input.
- **David Marasco** raised concerns about the **cost** of a **systemwide AI adoption plan**, questioning whether **equity gaps** would emerge between **colleges that embrace AI infrastructure and those that do not**.

#### **Bias, Transparency, and the "Black Box" Problem**

- **Patrick Morriss** discussed his **own experiments with AI tools**, describing how he has **worked alongside students to analyze and critique AI-generated content**.
- Villanueva then **displayed a slide with the word "HUMANS"** in bold letters, reminding faculty that AI is only as **ethical and effective as the people guiding its use**.
- **Morriss** elaborated on the issue of **bias in AI datasets**, particularly in **machine learning models** that have been **historically trained on data sets influenced by Western, male-dominated perspectives**.

- He cited the paper “**The Dangers of Stochastic Parrots**” by Timnit Gebru and the book **Unmasking AI** by Joy Buolamwini, both of which argue that AI’s outputs often reflect **racial and gender biases** embedded in the training data.
- He also surfaced the “**New Jim Code**,” Ruha Benjamin’s idea that uncritical input of historical bias into AI models recreates those biases and can lead to **biased decision-making in predictive analytics**.
- Morriss warned that institutions must **actively interrogate** where AI-generated information comes from, as AI can create a **false sense of objectivity** while reproducing **deep-seated biases**.

### **AI & Workforce Displacement: The Bigger Picture**

- **Amber La Piana** shifted the discussion toward **job displacement**, pointing to **recent layoffs in higher education** and how AI is **often marketed as a cost-saving tool**.
- She referenced **agentic AI**—autonomous AI systems that can perform tasks **without direct human oversight**—and warned that **many industries are already seeing reductions in human labor** as AI becomes **more sophisticated**.
- **Villanueva** and La Piana both raised the term “**job displacement**,” noting that workforce trends suggest that many **traditional roles in technology, education, and the arts may change or even disappear** due to automation.
- La Piana **quoted a tech industry professional**, who predicted that “**coders won’t be a thing anymore**” in the near future due to advances in **AI-generated programming**.

### **Sustainability, AI Ethics, & Institutional Policy**

- La Piana also mentioned that **AI’s impact on sustainability** has been brought up in **several faculty discussions**.
  - She tied this to **Foothill’s 2030 Plan**, questioning whether **the college’s institutional values** were being considered when adopting **AI-powered technologies**.
- **David Marasco** compared today’s AI debates to previous conversations about **automated proctoring software (e.g., Proctorio)**, which was found to **discriminate against students of color** due to **flawed facial recognition algorithms**.

- He stressed that Foothill should **learn from past mistakes** and ensure that **AI policies prioritize equity and transparency.**

### **Next Steps: Faculty-Led AI Discussions & Pilots**

- **Julie Jenkins** proposed that the **Academic Senate take an active role in sponsoring conversations about AI** between faculty and students.
  - She suggested hosting **regular campus forums** to discuss **both opportunities and challenges of AI integration** in coursework and assessment.
- **Allison Lenkeit Meezan** announced that Foothill is currently **piloting an AI tool called "Rumi"**, which can be integrated into **Canvas to establish AI guardrails** for student work.
  - She encouraged faculty who are **AI-curious** to explore the tool.
  - She also noted that **Foothill faculty member Ben Stefonek** is conducting **ongoing AI research**, which will include **student co-presenters at an upcoming faculty seminar.**

### **Final Takeaways & Faculty Reflections**

- **Villanueva** concluded the discussion by **reiterating the importance of faculty leadership in shaping AI policies.**
  - He emphasized that **waiting for administrative policies to be handed down is not an option**—faculty must be **proactive in defining AI's role in education.**
- He expressed a **commitment to continued dialogue**, stating, **"This is not just a technology issue—it's a pedagogical and ethical issue. These are the conversations we need to be having now."**

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## **10. Committee Reports**

- **Curriculum Committee: Ben Kaupp** provided updates on **course approvals and curriculum revisions.**
- **Diversity & Equity Advisory Committee: No major updates.**
- **Elections Committee: Tracee Cunningham** reported that **election preparations were progressing on schedule.**

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## 11. Announcements and adjournment

- Eric Reed Mentioned a tutoring town hall on March 14<sup>th</sup>
  - David mentioned that lock boxes have disappeared from some of the doors
  - Doreen mentioned March 4th trivia hour
  - Stephanie Chan announced an ethnic studies event next week.
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- **Meeting adjourned at 4:00 p.m.**
  - **Next Meeting: March 10, 2025.**
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## Attendance Winter 2025

Nate Vennarucci	Apprenticeship	Zoom
Stephen Schnell	Apprenticeship	4006
Mona Rawal	BSS	Zoom
Kerri Ryer	BSS	Zoom
Fatima Jinnah	Counselling	4006
Tracee Cunningham	Counselling	4006
Ana Maravilla	DRC/VRC	Zoom w/address location
Eric Kuehnl	FAC	4006
Hilary Gomes	FAC	4006
Lydia Daniel	HSH	Absent
Brenda Hanning	HSH	Absent
Katy Ripp	KIN	Zoom w/address location
Rita O’Laughlin	KIN	Zoom w/address location
Stephanie Chan	LA	4006
Amber La Piana	LA	4006
Eric Reed	LRC	4006
Destiny Rivera	LRC	Zoom w/address location
Rachel Mudge	STEM	Zoom w/address location
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
<b>Guests</b>		
David Marasco	Senator Emeritus	4006
Kristina Whalen	College President	4006
Anthony Cervantes	Dean of Admissions	4006