

Academic Senate \$ S S U R W r t e s March 18th

2024 # 1 Meeting called to order at 2:00 p.m.

2 Roll call Cormia

Office Patrick Morriss

	4006
Ben Kaupp	4006
Robert Cormia	4006
Senators by Division	
Apprenticeship	
Stephan Schnell	Absent
BSS	
Brian Evans	4006
Mona Rawal	4006
Counseling	
Tracee Cunningham	4006
Leticia Serna	4006
DRC/VRC/SRC	
Ana Maravilla	4006

Ensuring Learning Coordinator	
Stephanie Chan	
Kerri Ryer	Online (as guest)
FA Rep	
Julie Jenkins	4006
ASFC Rep	
Joshua Agupugo	Online (as guest)
Classified Senate Rep	
Adiel Velasquez	Online (as guest)
21-23 P/T Rep	
Roxanne Cnudde	Absent
22-24 P/T Rep	
Michael Chang	4006



9 Foothill College 2030 Update.

Suzy Quezada mentioned the values that have guided the mission of the 2030 vision group and shared concepts being discussed in drafting a vision statement. Tracee Cunningham also mentioned the work in progress. Suzy mentioned that the group is tasked with gathering feedback, and a cross-section of campus is represented on the vision group and the educational master plan group. There is a communication plan that will report this to the campus soon in the spring.

10 Elections Committee Update

An announcement was sent out to all faculty for the three positions: President, Secretary-treasurer, and Part-time faculty representative. One faculty statement for secretary-treasurer has been received. If no other interest is received by March 29th, the positions will be elected by acclamation.

11 Progress Regarding Local General Education Requirements

Removed.

12 Commencement 2024

Daphne Small mentioned Catalina Rodriguez ¶ V Z R Student Services. Daphne Small, Director of Student Leadership is requesting faculty to service on the Commencement 2024 committee. She mentioned helping select speakers, the time of day, and possible rescheduling of the event to avoid the infamous Los Altos heat. Catalina announced that she is looking for someone from the Academic Senate to join the planning committee. The committee will discuss possibly having a keynote speaker. Committee meetings are on Thursday morning, over Zoom. Senators, please solicit faculty from your division.

13 Proposal to Equip FHDA Police Officers with Tasers

Dauida Marasco presented in the reasoning being the lack of a step between a baton and a service weapon. In the history of FHDA-CCD, a discharge of a service weapon has never occurred. The police department is soliciting input from faculty. Sara Cooper asked if there has been a change in threat level where tasers might be required. There was an additional question about why we need Tasers. Rachelle commented that the use of a Taser might be higher because the propensity to use a gun is less. There was a question about mistaking a gun for a Taser, and a question about how we would handle a cardiac event if the use of a Taser triggers an unforeseen (cardiac event).

14 Facilities and Measure G Update

Bret Watson presented on the movement on measure G projects. With the De Anza event center not moving forward, there was an opportunity to move funds into other projects. We went back to a list of projects, including \$175 M in projects now with \$300 M of potential projects. We have a building, grounds, and sustainability committee; we have a new list of prioritized projects. We came up with three: Dental Hygiene and Dental Assisting Center, STEM Center, and the Smithwick Theater. Bret shared that much input came from the college and Foothill might get 15-20M. While the process was fast-tracked, there was a good deal of information. Hilda

commented that there should be more time spent discussing the allocation of funding given the amount (millions) of dollars being spent. Too often, Z H V F U D P E O H R Q D S U R F H V V D Q G V arrive at the best answers. Bret commented on the various projects that require input. David commented that we still need locks on our doors to lock them from the inside. Sara commented that it would be appreciated to get an update on security, and we keep asking about door locks. When do we act on them?

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- ” Another student leader highlighted the violence against Palestinians in Gaza and the occupation of territories.
- ” A student continued to support the resolution by reading from a social justice statement and addressing students' historical oppression.
- ” An advocate from the college community argued for equity, dismantling racism and oppression, and supported a humanitarian ceasefire.
- ” A student government and social justice club member argued that the resolution aligns with the best interests of students.
- ” The editor of a campus publication and a participant in campus art activities mentioned the significant devastation witnessed and supported the resolution.
- ” Several students shared personal observations and experiences related to the conflict, emphasizing education, solidarity, and the impact on the community.

In opposition to the Resolution

Opponents of the resolution raised concerns about its content, implications, and the broader impact on the college community. Their points include:

- ” A current student warned of potential consequences and cited violence at another institution following a similar resolution.
- ” Speakers criticized the resolution for potentially ignoring the diversity of the college community and questioned its impact on student safety.
- ” Some individuals accused the resolution of containing falsehoods and promoting antisemitism, asserting it was filled with hatred.
- ” Concerns were raised about the resolution's potential to create an unsafe and exclusive environment, with multiple speakers citing personal or familial experiences of antisemitism and violence.
- ” Critics also argued that the college should remain neutral on political issues, particularly those related to the Middle East conflict.
- ” Several speakers suggested that the resolution could lead to increased violence on campus and suggested the resolution misrepresented the nature of the conflict, with some asserting it unfairly labeled actions as genocide.
- ” The resolution was also criticized for not adequately addressing the needs of the college community, particularly those of students of color, and for not adequately addressing the needs of students with disabilities.

