

Candidate Statements Academic Senate Elections 2021

1) AT LARGE PART-TIME FACULTY REPRESENTATIVE (only PT faculty vote for one of the following candidates):



Ileana da Silva

I first joined Foothill in 2016 as a fresh-faced, part-time faculty member—absolutely new to teaching—and simply excited to be a part of the Foothill community. You see, for me, it was the “final step” in my personal Student Education Plan—though when I began my own community college journey, I never would have imagined that my “goal” would be to land at Foothill because I never thought I’d be an educator in the first place. And it’s exactly why I am thrilled to run for the at-large part-time faculty representative seat.

I am currently serving as the part-time rep on the Equity and Education Council and hold a variety of roles at our campus: I am an English instructor for Language Arts, an Online Faculty Coordinator for Online Learning, and I am also the acting Non-Credit Faculty Coordinator for the TLC. In these positions, I have met and collaborated with a number of faculty, staff, and administrators, yet having the vantage point of a part-time faculty member, a relative “outsider,” I am able to see how communication has succeeded and, at times, broken down—and I’ve had the privilege to study the evolving campus climate with as much objectivity as there has been concern.

As an actively involved part-time faculty member, I would bring a valuable perspective to the Senate. I seek to represent the part-time faculty, who greatly support our core instruction, but unfortunately, due to the realities facing PT faculty, are frequently unable to participate in wider conversations. I would love the opportunity to advocate for faculty, particularly our PT faculty, and to help facilitate metered, reasonable discussions over proposals and policies, which may disproportionately affect part-time instructors, as we know it has in the past.

This upcoming academic year will be one of rapid change, uncertainty, planning, planning again, and yes, more planning (then revising those plans). With such, I can imagine we will have many decisions before us as well as pressing initiatives to undertake. The Academic Senate has been and will continue to be a critical part of how our college will navigate the coming months, but I have the utmost faith that as well as we handled the shift to emergency remote instruction, and as ambitious as Equity Plan 2.0 has revealed itself to be, we will, with the foresight that hindsight so often bolsters, find a way forward.

I know from the many conversations in which I have been involved, that nearly everyone at Foothill shares the desire to better our institution—with our students at the center—and I am confident that we can do so with fairness, respect, and resolve. I hope that you will support my efforts to realize this vision as your next part-time faculty representative.



Angelica Dupree

My name is Angie Dupree and I am a part-time Economics instructor here at Foothill. I want to express my interest in the position of At Large Part-Time Faculty Representative. I am looking to deepen my engagement within the Foothill community and I view this position as an opportunity to build relationships and collaborate with faculty from all divisions to address issues, develop solutions and promote positive institutional change that benefits students, staff, and faculty. I believe that I can meaningfully contribute to the work of the Academic Senate with my organizational skills and strong desire to maintain and strengthen Foothill's reputation as an institution committed to equity, inclusivity, and accessible, high quality education. I am eager to learn more about the shared governance and functions of the Senate.

I plan to approach this position with the same purposeful intentions that influence my teaching. I work hard to create an environment where my students feel validated, supported, and motivated. I will bring that same dedication as a representative of the academic and professional concerns of Foothill faculty. I also hope to bring perspective that I have gained from participating in professional development opportunities related to culturally responsive pedagogy, anti-racism practices, Foothill's Online Equity Affirmation, and increasing student engagement.

I am excited about the possibility of being an active participant on the Academic Senate. Thank you for considering me for this position.

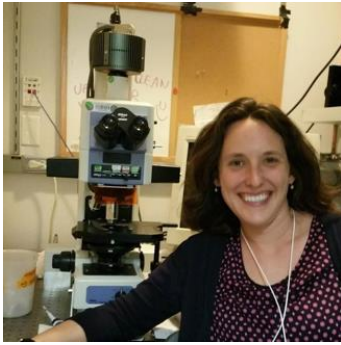


Paul Glanting

Foothill colleagues, it is an honor to run for the part-time faculty representative. I have taught English at Foothill College for six years, and I am regularly dazzled at the accolades of our students and the robust intercollegiate collaboration in which I have had the privilege to participate. However, for many PT instructors, the requisite commitment to adequately facilitate our classrooms and participate in service comes at a cost. As a part-time instructor, I have regularly balanced five to seven classes across three campuses, so I know the physical and mental toll part-timers shoulder while simply trying to do their jobs. I am heartened by the emphasis our college has placed on the implementation of equity into our infrastructure. That being said, a truly equitable infrastructure must be informed by the needs of part-time instructors. Therefore, I want to ensure PT-labor is represented fairly in shared governance. Soirees honoring PT instructors are necessary and generous gestures, but true representation means substantive improvements to Part-timers' material conditions.

Recently, I played a leadership role on an interdisciplinary committee at Foothill that was tasked with helping our local pipes-trade union develop a curriculum so that their apprentices would earn an associate's while learning their trade. The process required collaboration between the various departments on campus, the union, the College Curriculum Committee, and the senate. I would be honored to partake in such collaboration again as a representative, as it is always gratifying when seeing our dynamic hard work serve our students better.

<https://www.linkedin.com/in/pbglanting/>



Ellen Judd

I teach physics and work as a math tutor in the STEM Center. I've been teaching at Foothill for 7 years. This year I served as part-time representative on the Community and Communication Governance Council. In that role I organized a series of meetings for part time faculty, to hear their perspectives and share information about reemployment preference, retirement benefits, etc. I enjoyed meeting many wonderful colleagues and look forward to connecting with more of you in the future. As your Part-Time Faculty Representative to Academic Senate, I will be a resource for you, answering your questions when I can, and making sure you have the information you need to thrive at Foothill. I will listen to your input and represent your voice in the Academic Senate. I will work with the rest of the Senate to make Foothill an even better place for faculty, students, and the entire Foothill Community.



Thomas Meredith

To Whom It May Concern:

My name is Thomas Meredith and I have been a part-time faculty member at Foothill College since 2016. I am also a part-time faculty member at De Anza College and Santa Clara University. My collective experience as a part-time faculty member makes me an ideal candidate for Foothill's Academic Senate. I am intimately familiar with the financial and psychological precarities contingent faculty members face in the San Francisco Bay Area and am strongly motivated to represent the interests of part-time faculty members like myself. Furthermore, I am a political theorist by training and my expertise will bring a fair voice to the democratic processes of the Academic Senate.

Serving on the Academic Senate would allow me the opportunity to learn more about the areas of primary reliance, such as curriculum and general education. One area that I am eager to participate in is developing grading policy. Rethinking student assessment seems to me to be one of the most effective ways to combat inequality in the classroom. I am very interested to learn more about the how the Academic Senate handles academic and professional matters.

Finally, I would look forward to the opportunity to participate in working groups such as the FHDA District Diversity and Equity Advisory Committee. I think my background in political theory would bring a unique perspective to developing policies and procedures for ensuring diversity, equity, and inclusion.

Thank you for your consideration.

Sincerely,

Thomas Meredith

2) VICE PRESIDENT OF CURRICULUM (All full and part-time faculty vote - *uncontested*)



Eric Kuehl

I'm finishing my ninth year as a full-time instructor at Foothill College. I am the Co-Director of the Music Technology Program, and teach in the Music and Media Studies departments as well. I am currently serving as Vice President of Academic Senate and Faculty Co-Chair of the College Curriculum Committee.

The past two years have been quite a journey. Aside from the long-standing challenges of curriculum development and maintenance, we've been forced to address much broader concerns about equity on our campus and in our community. When I decided to take on the role of Curriculum Chair, I had no desire to function in a political capacity at Foothill College. I simply had a passion for curriculum, and wanted to share that passion with my wonderful faculty and administrative colleagues. But circumstances have required that we all step up and use our power and privilege to support our faculty and students in their desire for equality.

Although there have been numerous setbacks in these past two years, including a devastating pandemic, we have managed to achieve some important goals. These include moving to a new curriculum management system, removing honors prerequisites, laying the foundation for an Ethnic Studies program, updating and modernizing our Distance Education Addendum process, working toward an apprenticeship degree, and implementing Guide Pathways. It has been a pleasure working alongside my faculty colleagues, as well as our incredible curriculum team, which has included Paul Starer, Kurt Hueg, Evan Gilstrap and Mary Vanatta.

But there is still much to do! We have only begun to address implementation of Credit for Prior Learning, creation of College Curriculum Committee Bylaws and a Curriculum Handbook, educating faculty about the availability of Open Education Resources, examining Seat Count discrepancies, and integrating equity into every part of our curriculum development and maintenance processes.

I believe that my experience as a leader on Academic Senate and the College Curriculum Committee has prepared me to tackle these issues on your behalf. I would be honored to serve another term as your Vice President of Curriculum. Thank you for your consideration.

Eric

3) EXECUTIVE VICE PRESIDENT (All full and part-time faculty vote for one of the following candidates)



Laura Gamez

During my tenure at Foothill in my role as Equity Librarian, I've spent the last four years exploring every facet of my duties. This has meant doing very many different things across campus, including: giving library tours to families for Bridge to College Day, as of late coordinating and facilitating film discussions with colleagues for heritage months, and joining the Research & Service Leadership Symposium planning team. Throughout this, I've come to realize how much I enjoy working and learning from colleagues across campus.

This past academic year I've been lucky enough to be pushed and trusted to serve in a faculty leadership role as faculty tri chair of the Community & Communications Council.

While there have been times when I have doubted myself, I have consistently found that I am supported and appreciated by my colleagues. I would love to be able to provide the same experience to other faculty at Foothill. This includes engaging faculty who may think they're not suitable for leadership or service or who may have become disengaged with the college.

Serving as Executive Vice President of Academic Senate would allow me to work with faculty supporting and developing senate equity plans that align with the College's Equity Plan and Strategic Vision for Equity. I've been lucky enough to add some of my perspectives and bring ideas into action in the library, however, doing this across campus and working with folks at all different levels in their journeys towards an equitable institution of higher learning is very exciting. And while I recognize that I would primarily be serving faculty, equity is not realistic without acknowledging power structures. This work cannot be effective without collaborating with classified staff, students, and administrators. This community in collaboration is something I look forward to.

If I am being honest, the challenge of serving as Executive Vice President of Academic Senate during the current college climate is intimidating. However, I sincerely believe with my abilities to listen, empathize, and collaborate, I can aid in current and future efforts of moving the college forward where processes, decision making, and intentions can be trusted and help uplift the community.

Thank you all for your consideration.



Paul Starer

I suppose it may come as a surprise to some of you who may have known me only in my roles as an administrator on the campus; to see my interest in this Academic Senate position. It's true my most recent work for the college has been as an Associate Vice President of Instruction, and as a Dean of Language Arts, the Library, the TLC and Pass the Torch.

But prior to my becoming an administrator, I served as our local Academic Senate President for six years, and on the State Academic Senate for two years. In these roles as a faculty leader and advocate, I gained an abiding appreciation for the vitally important role faculty play in shaping any institution's response to good times and bad. I worked with the State Senate to implement recommendations of the Basic Skills Initiative, the catalyst to the research that led to AB 705. Locally, I helped shape numerous Board and college policies, including grading policies for the District, and policies of inclusion in Board documents.

So I submit my candidacy, having served in many leadership capacities over the years.

We have run out of superlatives to capture the changes wrought by the past several years, not only to our District and college, but to our nation and planet. And I can point to many areas where our college (collectively our faculty, staff, administrators, and students) have accomplished much under enormous pressures of time and urgency. Consider our early adoption of curricular approaches to math and English that would eventually pave the way for the college to adapt quickly to the demands of AB 705. Let me submit to you that our success in this area occurred because all involved in the effort recognized both the requirements (from the state) and our response needed to serve our students and their needs.

This quality of both mutual purpose and mutual trust has been sorely strained in the last year on our campus.

If elected, I intend to use my experience (as both a faculty member and an administrator), my determination, and my diplomatic skills to help bring a sense of mutual purpose back to campus and with that some good will. This past year has placed a lot of distance between us, and the people and the places we love. Our campus (if not our nation and the world) needs a renewed sense of common purpose and a rededication to the sources of love and support that enable us to do this vitally important work.

I suppose this has ended with it sounding like I am offering world peace. I assure you I am not. But leadership begins with a vision both for what is hoped for and for what is possible.

I thank you for your attention and your vote.