

MEETING MINUTES

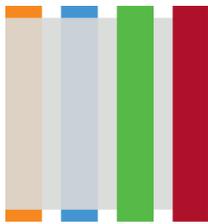
Date: August 17, 2020

Time: 9:30am – 11am

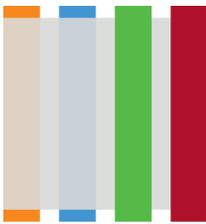
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NOTES BY TOPIC

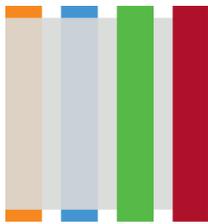
ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
1	Intro Approvals Abstain	<ul style="list-style-type: none"> Lan Acknowledgement Overview of Meeting Norms Minutes: Approved 	Minutes approved. Escoto/Cervantes. No abstentions.		
2	Student's Report	<ul style="list-style-type: none"> AUG 18TH Priya, Event Student Town Hall = Budget 101, Bret teaches about money Abhi = students can contact officers over the summer, but less availability now that finals are over 			
3	President's Report	<ul style="list-style-type: none"> Sept = no briefings, college-wide events, take a deep breath Faculty should join the Budget town hall on Tuesday 8.25 			
4	Minutes Action Items: 1.) Approve a list as a draft for E&E, etc 2.) Academic Senate	<ul style="list-style-type: none"> 1.) Guiding Principles (approval / edit): highlight needs more discussion- yellow 'race' mindful or broad? Blue go over details? (Debbie = We are actually doing something and incorporating 			



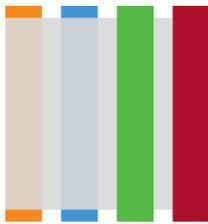
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	3.) Budget Data	<p>programs that promote what we preach)</p> <ul style="list-style-type: none">• 1 approve• 2 approve• 3 (Simon = points out opportunity for Debbie's comment = actively supporting 'decreasing the equity gap') (Teresa = Equity gap not a good phrase, not how students exist, wants 'serve disproportionately' students) (Isaac = Budget reduction, this is not a campus mission statement) (Simon = Offer 'support and retain'? As a compromise? Teresa agrees, Abhi = agrees, but likes Debbie + word 'developed')• 4 approve• 5 "yellow" (Sara = we need to solidify the momentum that we have been gaining with directly supporting minorities) (Debbie = Understanding budget reductions decreasing the impact of the budget reductions, stronger than understand. Add action-oriented words) (Kathryn = having a set of principles is helpful, but make these as useful as possible for the target audience, strengthening support, understanding the impact anything to remedy? Be careful not to word smith for too long) (Josh = principles working together, how to re-word to condense) (Brian = agrees with			



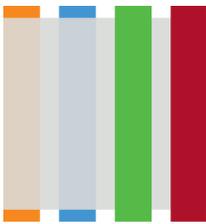
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		<p>Josh on conciseness, just say 'people of color' to make it shorter?) (Priya = likes the separate statements, not all race based, but needs a statement on race) (Simon = remove asterisks for 5 and 6, and move on)</p> <ul style="list-style-type: none"> 7 (Chris Allen = Lost upward mobility statement don't want to lose that) (Debbie = workforce and transfer?) (Kristy = income Perkin's Metric we track that, however the wording is important- do we provide short program where they can earn a good living faster is important; CTE programs, discriminate, but look at data is the way we need to go, we want to provide the best programs for income) (Isaac = We're building a list for ourselves, need to keep in mind who and how we are going to use these, expanding on ideas is more helpful not restating our already established principles/mission) (Chris = this is opportunity to insert our opinions, agree with Isaac) (Teresa = large call for cc provide short-term upward mobility, transfer is so far away, what can youth do now so they are not stuck at minimum wage, a method to pay for college, a big deal to our youth in our local area) 			



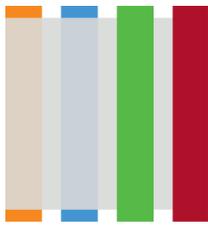
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		<ul style="list-style-type: none"> • (Simon move on to Blue asterisk items, then look at remaining points) “Explore opportunities for efficiencies...” (Kurt = we already had that somewhere else) (Simon removed item) • Consolidation of programs with.. (Adam Loo = important as it’s own bullet point) (Kathryn and Isaac = agrees with Adam, good statement keep) (Kristy = Elaine is going to pull data) (Thuy = we’re not going to stop conversation on program consolidation) (Sara = not just about reductions and eliminations, but that we have a plan and explanation for cutting, process of planning for the future, we need to have a guiding principle about where we are heading next) • (Simon = last points?) (Pauline = clarification on the last point and reasoning behind) (Isaac= explanation: we highlighted these, repetitive, making a process more efficient instead of looking for a cut, looking for areas function more efficiently) (Brian = keep last, delete another) (Sara = combine, explore consolidation explore efficiencies, and possibly with De Anza, end with to minimize impact on students..(Group Agrees) (Sara = revisioning 			



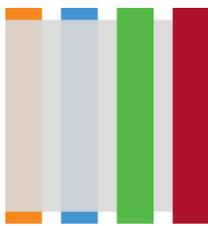
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		<p>statement... that we are going to make a plan not just cuts) (Kurt = more about having a structure in place post cuts to manage the work that has been cut, or is the work going to go away?) (Teresa = why is it just services include programs?) (Kurt = how we provide, services, processes', operations) (Kathryn = continuously plan, service plans that we are cutting, if it's not Foothill then connecting the students to another community partner, acknowledging what is the impact, and give solutions. A plan for student who need them, this is 2 separate things?) (Sara = not 2 separate things, eye on the prize future, just know what it is/mean)</p> <ul style="list-style-type: none"> • Simon so, we have all agreed these cover the basis? Remember this is not a final vote, this is what we developed share with colleagues, feedback, finalize list to vote on, doesn't mean this point of process is final (Kathryn = Circle back to preserving colleges mission upward mobility and transfer, this bullet point is scary, we want to prioritize our programs that are explicitly matching labor trends and transfer rate trends? So, the ones that don't, this group is saying this is not going 			



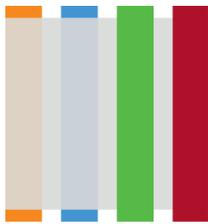
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		<p>to be prioritized? Criteria and recommendations?) (Debbie = agrees, this will be brought to E&E and academic senate, etc.?) (Simon = state decided this for us, rethought the mission of California Colleges a decade ago, it's good to keep that in mind) (Sara = there are other guiding principles that will speak to value in other programs, not just this guiding principle, huge value for workforce and transferring? Don't take out it is important) (Kristy = we can never create 1 guiding principle that encapsulates everything, there are many details that go into this)</p> <ul style="list-style-type: none"> • Action Item = (Simon remove a principle, now submit to colleagues for further consultation?) (Brian = agrees with Debbie, 'to thrive' prefer 'to retain') (Isaac = Empowers? Instead of thrive) (Arjun = students are 'the best experts..') • Move to approve = Josh, Isaac seconds, all voting members thumbs up, Done; we'll send to E&E then back for suggested edits 			
5		<ul style="list-style-type: none"> • 2.) Update Academic Senate "Program Elimination": (Isaac = working on criteria to be used, instructional program discontinuation, this is one part of multifaceted structure; specific 			



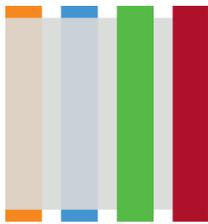
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		<p>critierion budget reduction approach, different then overall budget reduction- when the world is not in a situation as it is now; both qualitative and quantitative info, ranking this list, criteria date points out what now? What drives decisions over other decisions/points, doing our best serve students and provide instructional educational opportunities, currently trying to do, tomorrow we will see what the results are and how they feel about that.</p> <p>Questions: what is the timeline looking at? By when do we need a list of programs, due date? Inform senate how any times to meet now before then? Be clear where the list is going to be created, where to get used to create list of programs to work with and utilize?) (Kathryn = we need help, there has been misinformation assumed from the academic informal cabinet, this is very unique times but 'senate is not working on a cut list of programs', not what we have done, what process could we use to apply set of criteria to help identify that we have to cut, how we might come up with programs that we look at, [shared criteria] Do we use all, or is there a weighting with one criteria over another? Decided</p>			



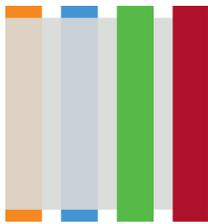
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		<p>this by strength, gather as much data for all the instructional programs at foothill, cost piece is critical here, budget reductions, talking about eliminations, independent of discussions with De Anza, which is another piece to add) (Thuy = wants it to be decided in the joint council meetings, since everyone is present/represented in these meetings? Edmaster plan = board priorities, strategic objectives) (Isaac = focusing on equity work) (Kristy = program review, based off of feedback FTES measures are you increasing? Is productivity increasing? The board does have a different direction, the bigger issue how we look at continuous improvements' with the metrics that we are giving them) (Thuy = timing component, build a time line, 1st and 2nd and 3rd reading and town hall meetings college wide, concentration in October- start of school, before any finalization, 1st round of cut areas, placing a provisional timeline will be helpful, if we bring something in that we can build)</p> <ul style="list-style-type: none"> (Simon = be aware of crucial upcoming meeting dates) 			
6		<ul style="list-style-type: none"> Budget data guide, budget reduction: discussions, informed discussions, trichairs 			



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		<p>explain) (Kurt = 1st clear idea of what we are producing, what cuts are going to add up to a 4 million dollar cut; to start, look at info from: budget office, district office, b budget, cost of each program, we have to put something together to review and guide) (Isaac = we need to quickly put in a request now, where is this money going? As much details together, hard to make recommendations when we are unaware and blind to make recommendations without knowledge of the big pictures, so more detailed info, 2 meetings away, program specific data) (Thuy = Bret student town hall meant to go over the break down at that level next Tuesday, do you see a need for a precursor for that Monday before or can we wait? Bret is presenting details) (Bret = joint cabinet in AFSC, this is summary level: various funds, general fund, not down to the position level, salaries and benefits, specify what level of details Kurt?) (Kurt = we need position and cost info, if we don't have then our decision will be a vague estimation) (Teresa = workforce data presented through the state, serve all 28 colleges in the area the program we are involve in) (Sara = we</p>			



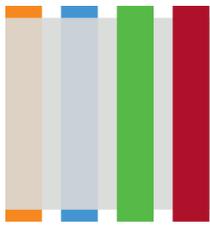
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		<p>need more detailed accounting then a general summary, but can't hesitate to wait any longer for those details, can't make the cuts needed without the knowledge of where the money is being spent and where the positions are, we need to start being more specific then general, requesting Bret to have a conversation for Monday? Before general summary for students town hall meeting, if we need to make the deadlines for all these upcoming meetings we are planning to have then we probably should've made the cuts 2 weeks ago?) (Kristy = has scheduled and organized meetings and deadlines for the criteria which she needs to engage in the budget conversation, meetings with people like: Cristina, spoke to David and Peter, IR is pulling some info, Tersea will pull particulars, Bret area to pull info, discussed in an email senate that qualitative is detailed/deep requires a survey to be sent out, need to work on the base of a poll, this will be very time consuming, doesn't mean we can't do it, but we 1st need to look into the methodology of the polling) (Thuy = cost of programs, colleagues to help pull this info, new projections</p>			



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		<p>and level to pull this info requires human power) (Kathryn = Bret what is helpful, but to save time we need larger leadership, we know we are working with how much, but now how to accomplish these cuts, we don't have to take the same approach as De Anza but there are benefits in doing so; how to accomplish this, we are in vacuum/stuck; we need to hear from Thuy and Bret = the exact info we need to make these decisions, give us the info that they think is the most helpful?) (Thuy = dollar amount student services, and operations, more challenging with cost of programs because different requirements then before COVID adjustments each program has had to make?)</p>			
7	Goals for Next time	<ul style="list-style-type: none"> • Trichairs and students this week meet, to figure out a time line for budget reductions, for review discussions and approval • Guided principles sent to AFSC, broader campus, academic senate = Feedback by next week, councils • We need to push this before budget dates! 			

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*Include the person(s) and or group responsible for next steps.



FOOTHILL COLLEGE

GOVERNANCE | **ADVISORY + REVENUE & RESOURCES**

MEMBERS PRESENT

Voting

Tri-Chairs: Mike Teijeiro, Kathy Perino, Anthony Cervantes, Josh Pelletier, Isaac Escoto

Administrator: Chris Allen, Kurt Hueg

Classified Staff: Pauline Brown, Danmin Deng

Faculty: Sara Cooper, Brian Evans, Kathryn Maurer, Lisa Eshman, Donna Frankel, Amy Edwards

Students: Adam Loo, Priya Vasu, Iman Haq, Abhi Muhar, Arjun Grewal

Non-Voting

Ex-Officio: Debbie Lee, Ram Subramaniam, Melissa Cervantes, Betsy Nikolchev, Kevin Harrel, Leticia Maldonado, Lene Whitley-Putz, Laurie Scolari, Kristy Lisle, Vanessa Smith, Bret Watson, Elias Reagalado, Thuy Nguyen

Recorder: Anna Harp

Facilitator: Simon Pennington