

Mission Informed Planning Council
November 17, 2023
President's Conference Room 1:00 – 3:00 PM

Attendees:

Nathan Springer, Josh Pelletier, Voltaire Villanueva, Stacy Gleixner, Kurt Hueg, Elaine Kuo, Doreen Finkelstein, Valerie Fong, Patrick Morriss (Online: Simon Pennington, Kristina Whalen, Ulysses Acevedo, Tim Shively, Sofia Abad, Adiel Velasquez, Paula Schales. Lisa Hills, Clifton der Bing)

Agenda Approved. Voltaire Villanueva will be facilitating this meeting.

Minutes:

Approved

Public Comment:

No Comments

Student Voice:

(Nate) After last week's meeting, I started a message board with students to raise questions/concerns. On building and grounds issues, some students raised concerns about lighting being too bright. We need to make sure the lighting is not too bright. If it is too bright, it can affect circadian rhythms. We'd also like more compostable materials used in our cafeteria, etc. we also wanted to make sure the future pool was as carbon-neutral as possible. I have been encouraging peers to join MIPC meetings. (Stacy) I appreciate you sharing these issues. (Valerie) I heard your concern about process, especially with some students wishing to maintain anonymity. (Patrick) We have later on standing reports, and a standing report from the student voice sounds natural to me. (Voltaire) This committee is fairly new and we are still figuring out an identity for this group, so we can consider ways to center the student voice. (Nate) Some of these things are less of a concern, but the LED lighting was a serious concern for some students.

New Business:

Mission Statement:

(Josh) I will start with a little history and context. Last year, MIPC asked that we redraft the Mission Statement. We surveyed the campus on what they wanted in a Mission Statement. Another group was formed to redraft the mission statement. We followed new guidelines on how the Mission Statement should be framed...it should be brief, memorable, inspiring, and easy to understand. The first iteration was not favored by the students and others. A smaller third group went to work on a rewrite. The third group was smaller and worked more efficiently. The current iteration has been approved by all three senates. Thank you to AS for helping with some revised wording. I am bringing this statement to MIPC for endorsement. (Nate) I think this is better than the original statement. (Kristina) We have been working as a

college community on DEI. Can you lift up why diversity and equity were not included, although I assume inclusivity is intended to cover everything? (Josh) We had a more detailed version earlier that was more specific about equity. The student feedback on the earlier iteration was overwhelmingly negative. That is why we changed the statement. (Tim) Congratulations to getting this to this stage. The word 'equips' does not have the same tone as the statement as a whole...maybe 'prepare.' Being an English instructor, I don't know if we want to foreground disciplinary details. (Doreen) I do remember the student comments. They did not like the terms marginalized and anti-racist. Could we add equity or replace inclusivity with equity? (Valerie) If we wanted all DEI, the D and I are in there so we can add Equity. I want to push back on the idea that critical thinking is discipline-specific. We tend to silo our perception on skills which are actually cross-disciplinary. Everything students do requires the ability to think critically. (Nate) Maybe, for a lot of students anti-racist, etc., seems more about the recent news. Maybe the concern is that this is a politicizing the statement. Inclusivity is not as political. (Kristina) This is what is still in my mind...a mission statement works to help us guide our work always, but in times of hardship it helps us focus and make decisions that are in alignment with our mission. Right now, we are prioritizing equitable outcomes and I am wondering how 'embracing inclusivity' helps us with making decisions down the road? I only bring that up as in a time when we are choosing our words so carefully, we are focusing on equity...I say this with care and gratitude for the work that has been done on this statement. I just wanted to express this concern. (Voltaire) Is there a rubric accreditation uses? (Kristina) I don't believe there is with the new standards. It is now more of a check list. The new standard does say the mission statement should pay attention to equitable outcomes. (Doreen) I have the language here and yes, equitable outcomes is a standard. (Patrick) I am with you Kristina on the word 'embracing.' It is the opening to our mission statement. If we live this mission statement, I believe we could decide that embracing inclusivity does in fact mean embracing equitable outcomes. (Stacy) If we lean into 'serving diverse learners' (Valerie) I wanted to think about the word 'inclusivity' versus equity...for those of us at the Equity Retreat we were presented with the idea of what inclusivity really means. It should mean the rue sense of belonging. To me, equity, has veered into another meaning. (Nate) As Voltaire mentioned 'embracing' seems passive. (Tim) Communities in the plural is important. If we want to foreground equity, put it after strong.."building strong, equitable communities..." (Josh) My role in this is to shepherd the statement through the process. If we want to add 'equity' to the statement, that is fine. What we are debating are just a fine-tuned tweaks, but we are very close to getting there. (Doreen) I agree, we are just making tweaks at this point. (Kurt) I don't think this is a passive statement. (Josh) Empowerment was questioned by students and that is why we made the changes. (Nate) I will get word back from my constituency. (Josh) The senates are aware we could make further changes. (Voltaire) Do we feel we need to redraft or are we happy with what we have here? (Doreen) If we added 'equitable communities' do we have to send it back to the three senates? (Patrick) I am happy to send this to the board as it is written. I believe it will, as written, work very well. Five or six years from now, we'll ask why we got to this statement and we'll have the records to speak to that. (Voltaire) I live equity. It is my being and I am comfortable with this statement as I don't have to constantly explain myself. (Kristina) I think we are reaching consensus that we should send as is. I am very comfortable with that. (Nate) Next time, I will bring feedback from students so we can have the feedback in our minutes. (Voltaire) The Vision

Statement allows us to expand on this...motion to approve... First, Patrick, seconded by Nate, unanimously approved, no abstentions.

Mewekma Relationship with Foothill College:

(Kristina) Thank you. I am joined by Ulysses who was at the meeting with the chairwoman of the Mewekma tribe. I recognize that these conversations have been going on for years. I have seen emails of an MOU that has been talked about for a while. I am bringing these bullet points for consideration, advisement, and feedback. If people are not aware we have a large collection of Mewekma artefacts. In the 1970s, our faculty ran down to a local development to save artefacts from a 2000 year-old Mewekma village from bulldozers. The Mewekma Ohlone tribe are not federal recognized which complicates things. The tribe has asked us in the past to keep the remains safe. Having artefacts to show is a way they can gain federal recognition. (Ulysses) Thank you President Whalen. Sam Connell was at that meeting as well, but he has been involved with this for may year. Michael Wilcox wrote the official Foothill College Land Acknowledgement. David Marasco was the first person who told me there were 'indigenous skeletons in the closet,' quite literally. We cannot do anything without the tribe. The bullet points have approval from the tribe. We will host an event with them and invite them to see the remains. We have 30 boxes or so, Berkeley has over 2000 boxes. The ask is to give land to the tribe to locate the remains. Diablo Valley College has done this (Kristina) I will be talking with the president of Diablo Valley College. The Muwekma are a tribe without land, so it is significant to them to be given land. (Ulysses) The tribe need a liaison from a federally recognized tribe to engage in this burial. We will have a web page devoted to the repatriation of the Muwekma remains. We will provide an office, phone, computer to the tribe so they can officially conduct their business from a recognized location. We will create a heritage mural or another monument. Maybe Jordan Fong could collaborate with the tribe on a mural. We will raise the Muwekma flag on one of the three flagpoles on campus. Finally, we'll advocate alongside the tribe for federal recognition of the tribe. (Kristina) Thank you, Ulysses. (Nate) I agree with these initiatives. With the mural it should be visible in the center of campus. (Kristina) My ask is for MIPC to raise any early concerns about these proposals. This will take a long time, and more questions than answers to the ability to identify and give land, etc. If there is concern about giving office space and gathering space, I want a transparent discussion. I also want to know if there is endorsement. (Patrick) Thank you, Ulysses and President Whalen. Thank you for mentioning the folks who handed this task to you. This is the most significant action item since I arrived here. What can AS do to support you with your efforts. I read about Foothill professors and bulldozers standing in front of bulldozers. There was an entire village there and I am so grateful for what you are doing. (Kristina) I am grateful for your support. The first thing I plan to do is to talk with our district stakeholders about the land, which will take the longest to resolve. If you can let me know how often the campus would like feedback on how this is moving along...and ask for updates. Those nudges are so important. (Doreen) I am wondering if everyone has to have the same timeline. Some items can move quicker, like the heritage mural. (Nate) I was discussing the website for the district archive for FHDA...within the history section of that, we could explain the 30 boxes, etc. The concern I have is that the website language feels very much like the past. (Valerie) There are things we can get started on easily now. We have processes. I can report back to the deans group. The messaging and

information is important. (Ulysses) Thank you for what everyone is saying. Last year at the RSLs 2022, two students worked on this issue with the remains. I will reach out to them, Alekos Kapur and Saintra Tai. (Kristina) I love what Valerie was saying as we can designate point people for some of the goals we can move on now. We can designate people for those particular items. (Voltaire) This is a strong draft. It is worth sharing with the rest of our community. When we approach the winter quarter, we will be off the ground and running on these priorities. This is monumental for the college.

ISER-Second Read:

(Elaine) I am back for the second read and approval. The document is available online. The revised (third) version is available for review. We will close the process. We need time to review additional suggestions and submit to the board on November 30 for the Board's Dec 11 meeting. Dec 15 is our deadline date to submit to the ACCJC. Action is being requested. The ISER is on the Accreditation webpage. We have been to AS, CS, and ASFC. We'll be back at the AS on Monday for the second read. (Voltaire) There is still a space for individuals to offer feedback. Motion to approve the ISER...Doreen first, second Patrick, unanimously approved!

Mentor Mindset:

(Kristina) I'd like to move this to December 1 as Bret is not here.

Taskforce Workgroup Reports:

(Voltaire) ILOs...(Patrick) We had a good meeting with Kerri Ryer, Josh, and Valerie. She had a trove of documents with feedback from the Opening Day session. We have some wisdom on this campus! The idea that is coming out is that ILOs are not a thing, but a way. I can see something powerful and different coming out of the ILOs (Valerie) Another idea that came out was that ILOs were not just specific to students, but instead applied to the whole institution. We saw a lot of emphasis on the broader skills...like leadership, agency, advocacy, literacy (digital, etc.), empathy, ethics, self-reflection, awareness...(Josh) A comment. These all seem like things that are more qualitative. (Patrick) The ILOs are not so much discipline specific (Nate) I was fortunate to be an interviewee for a faculty training. One thing that was highlighted was that grades does not truly reflect the true learning for our students (Valerie) We noted that ILOs cannot sometimes be assessed for five to ten years down the line. (Stacy) The faculty hiring rubric workgroup is fully staffed. We will have about ten faculty positions to prioritize. We are hiring 15 and five are already taken from searched last year and one position is the veterinarian position which is an emergency hire for accreditation purposes. We will hire up to ten more with strong documented need.

Affinity Group Reports:

(Elaine) For APAN...,we had a meeting on Nov 8. We have minutes circulating. The Chancellor came and did a meet and greet. We discussed some possible programming efforts. We encouraged folks to do automatic payroll deductions for student scholarships. Oceania studies curriculum has been written. (Stacy) No one from OLA is here, but I will make a pitch for the tamales fundraiser.

(Lisa) I do not have an AAN report. We are working on it. (Clifton) Going back to the APAN update I am coordinating with De Anza on the Chinatown visit. We are looking at the Pride Center and how we can get that moving forward and I am working on the LGBTQ+ month activities.

Announcements:

(Kristina) I wanted to mention the way we order the agenda for affinity groups to report out is a way to make space. They do not have to make statements each time. There is no pressure to make announcements, just a loving space on the agenda.

(Voltaire) Thank you for your time. The next meeting is December 1. Have a great weekend and a nice Thanksgiving.

Meeting adjourned at 2:42 PM