FOOTHILL COLLEGE

Mission Informed Planning Council (MIP C) Agenda
General Meeting 1-3 pm
Admin Conference room #1901
April 19, 2024
Zoom: **Meeting ID:** 820 8209 6262 **Passcode:** 621067

Attendance:	Voting Members Present: Kristina Whalen, Voltaire Villanueva, Adiel Vasquez, Patrick Morriss, Nicole Nguyen, Nina Mistry Haywood, Nate Springer, Doreen Finkelstein, Kelaiah Harris, Josh Pelletier, Phuong Tran, Valerie Fong, Jordan Fong, Clifton Der Bing, Simon Pennington
	Voting Members Absent: Joshua Agupugo, Nicole Nguyen, Kathy Perino, Bebel Yan, Lisa Hills, Fatima Jinnah, Phuong Tran, Roxanna Cnudde
	College members present: Bret Watson, Zach Cembellin, Lene Whitley Putz, Allison Meezan, Elaine Kuo, Janie Garcia, Harini Nagappan

Item	Presenter	Description	Time
Chair: Kristina Whalen **Facilitator:** Adiel Velasquez			
Approval of agenda	Kristina Whalen		1:00-1:05
Review of Minutes	Kristina Whalen	Minutes	1:05-1:10
Public Comment	Kristina Whalen		
Student Voice	ASFC Rep	ASFC Rep will share student perspective on MIPC items	1:10-1:15

Our student body president now, one also apologies. I came in late might miss the exit on one side. But I'd also like to move back to the A/C update item. If that's okay.
this will take away the budgets. And so I from our perspective. A lot happened last week following the controversial, though, and the motion of the Academic Senate, and then, still,

the student questions react negatively to how I voted. And I kind of like to have to deal with the consequences of that. And both. Okay, this console outside of campus council students came in and I have my students like, Send an email. So this is called me a racist for how I voted.

and it's been a lot. And but I think it's like, so in the not following Monday, Thursday, we got a lot of people coming to public comment, we have a cameraman come in and take pictures, and it was. It was very interesting experience.

and I would say, I mean. from my from my experience. Like someone being a leader, as is like a massive learning lesson, I was able to learn about, like all the applications of reactions and just how to how to deal with the consequences of that and the the vote the vote I made during after academic Senate. I believe that it wasn't the best interest of the students in order to have a better dialogue that way, and said, Come from campus council cause, as we know, back in the sense all the way in the kci. It's a it's a kind of campus, and there's also an overflow room. So it wasn't the best place for the Skype, and I thought, there's some item of this contribution for a resolution, for something that something that would effects, and many different things on campus. I thought the best time in place to discuss that would be in our A. Sec. Council chambers, which is why I put it that way, and looking back on it a little bit more upset by that, though, and I believe that if I have a more complex information I would I probably would have abstained and explained myself afterwards. Tyler's like, because I was afraid I was afraid of staying live, because I thought that it was kind of seen as like a backup of how trying to isolate myself the entire situation, and that way I would be representing anyone. So going forward I probably would have understand. But then again also had another campus council meeting yesterday, and I think everyone kind of calmed down the table. Have out your dialogue and say what happened on that Monday.

I think it was a really amazing time, because everyone was just able to talk about the things like what we should go what we should do, moving forward and there was a little bit of a consensus that we should create in an ad ho an ad hoc basis activity or committee. And if it'd be like a resolution building committee, it did for my students board. We deployed a chair. We'd appoint people from all different cities on campus. Whether it's a Mojo, whether it's our churches on campus, whether it's our Middle Eastern students on campus, we can just have a much healthier dialogue concerning the resolution and what that means going forward to students.

So it's still very tense time. People still have intense feelings about what's going on and their business. There's also been like a lot of other implications. Everyone might file giant or chop on campus or something, some complaining about that. And there's been a lot of other things happen on campus. But I hope that the closer we get to fixing this resolution issue, the closest students can just go back to focusing the studies. And this acknowledge

so going forward, that will be the Juris issues for now. And I'll have one updates in the next upcoming Nipsey meetings, and as far as my other projects the gym is going smoothly. We're having 40 plus students attending per day. It's amazing. Also, staff are invited anytime, and we're also giving away free energy things like that. And I I'm really glad that we have with this. I'll be this opportunity for students to just like usage in and get their exercise on campus. And so concerning my concerning my updates, that'll be it, but not really. Do you have any place to share?

You're also attributing dialogue?

No, that was, I was just trying to say Thank you, and I thank you for those updates, Joshua, and I think a a sign of a a good leader is someone who reflects on their actions and reports back those reflections to the people that they serve and serve aside. So thank you so much.
and congratulations on the continued success of your project on fit fitness and wellness, I appreciate that.

Old Business			
Tech Committee Reporting Structure-Action Item	Alison Meezan	Review and approval of committee reporting structure for tech related committees	1:15-1:25

You know what kind of model in terms of running the Tech Committee made sense right now. It's just randomly me I just took on taking when that it kind of like we need someone to help get this going. So I did. But it's not really sustainable, and I don't think it's actually ideal just for one administrator to just be running that committee. We should have a multitude of different people on there, right staff and faculty and admin. And really we're still looking for a student. Rep on there. And so is my understanding that where this left off and why it is tabled, as old news is, because part of that try chair model. The proposal from faculty perspective is that they wanted some kind of reassign time associated with that. And so here we are. I don't have any input from the faculty perspective. But Alison could help with what I think.

Maybe Alison, I don't know if you wanted to add to that, I can share. I can start to share some of the discussions that we had as part of thinking about whether or not we could support that resource. Allocation.

I just clarify one thing on that. We give assigned time, reassign time to the Senate that's above and beyond the one that required by the contract. So it's a total 2, 5 total to the Senate. And the Senate decides how they distribute that just just to clarify. That's an important clarification.

yeah, it's part of the Senate allocation of the lease time that administration gives a Senate and then sent Senate officers, and we talk amongst ourselves and sign what the work is and where it goes

Okay. Sorry. So the the thought to to close this, the loop on thought was that it? It's hard for us, I think, at this point and given the financial outlook on the horizon.

Help make foothill tech Committee the best that it can be.

One of the considerations is that we need to have faculty representation not only on the Tech Committee, and ideally helping run the committee. So not just attending meetings, but doing the planning and the background work that is necessary to to make a committee successful. But in addition to have a faculty representation on Etac on the AI Committee, the Hardware Software Committee and the Tech Prioritization Committee. And ideally, there would be some closing of the loop on all of that.

So it's just something to consider, because we are currently very challenged to get faculty representation on a lot of committees.

Those of you who monitor, reassign time. Please step in and ask questions for clarification. I think what I'm not quite sure, I understand is, are you imagining that they ask, would be that multiple faculty members that would report up, down and sideways on this chart might need some reassigned time? Or is it just the chair that would be doing above and beyond one person, above and beyond attending.

Yeah. So it really depends on the the Senate perhaps needs to talk about this. And if Voltaire and Patrick can speak to this.

whether we have one person who is connected with all of those committees that certainly would. Keep a lot of the loop. The the loop closed more more efficiently. Ideally, we would be able to distribute the load among all of the faculty and have multiple faculty members on sitting on these different committees. But currently most of those committees do not have any regular faculty who attend them.

And I could add from the Senate perspective is that when when the allocation from administration is sent up for release, time was increased a few years back. That was kind of with the understanding, and take on the the committee and online learning, and actually make that a Senate position sent additional work was come, came on with that

I say that the the cool committee Chair had not been reassigned before, and then, when the Senate allocation was increased, we had room to to allocate resources to that chair position and honestly in in practice. What Alison described is really how it happens that you have somebody who shows up everywhere and then they tell everybody else. And then somebody who shows up everywhere. That's a lot of hours.

I would entertain from this body proposal for how to move this forward. I think everyone agrees that this structure is an improvement over the disconnected and disjointed tech related discussions that happen district-wide and and I feel I feel comfortable, you know, suggesting that we endorse this decision-making model.

I guess what I'm not unsure of is if people are comfortable doing that even though we don't have a full picture of any kind of resources that we can commit at this time.

So that's kind of the difficult discussion. So I'm staying silent because sort of that. First, I'm hearing about the reassign time request for some of this work, and I I'm I don't have a complete understanding of what that work looks like in terms of. Are you a member of the committee? Are you the chair of the committee? How often does the committee meet? Right? I mean, we have some benchmarks that we use in terms of it's rough, but sort of hour to release.

and we have other language in our contract that makes me a little nervous that every time somebody serves on a committee they get released. That that makes me nervous, and and I'm the Union person sitting here. So I think there's a little bit more that we need to flesh out from my perspective. There's more we need to flesh out about what the work looks like and whether it would fall under a category of reassign time versus college service, because we do actually have that as part of our job. So you know, I'm not opposed to it. I'm not, for I just. I just don't understand the work yet.

Can I suggest that we at this point determine whether or not we have consensus on this model. And I actually think that when we move in discussions about mipc membership and the Institutional Effectiveness committee.

I would just, you know, spoiler, alert. I would like to talk a little bit about.

You know this shared governance handbook that that we have been talking about that in it there are descriptions of the charge of each of the committees, and especially those that are newly formed, that now exist in Powerpoint presentations, maybe and meeting notes, maybe still in people's heads, that we list the membership, and that we begin to start making a master calendar for the college so that we know when committees are meeting, and that people can make a decision about whether or not they join them based upon when they're meeting in their availability.

And that would then, I think, give us clues as to whether or not the reassigned time resources that are available aligned with the work of this committee. Thank you.

Yeah, I think that it's really important for us to think. Thank you very much for those comments. And I, 100% agree that getting that charge written is gonna be critical to understanding how these different committees are working together, and I think that Alison has a good start on on many of those. I just also, wanna you know, put it on people's radar that we are currently in kind of a a burst of technology changes. And these bursts have been coming quite frequently. So AI now is gonna be making a dramatic change on the technology that we use in our classrooms and the technology that we use to run our campuses.

And this will these rapid changes are not only gonna require groups of people willing to learn the new change, but also decision making. That it's in really important, where our classrooms are concerned, that we have faculty who are serving on those committees and fa and faculty that are leading some of them. So it's an incredibly important time to be thinking about the ways that technology is drastically changing, the work that we do.

One thing that I don't see, and I think it would tie to the final tech committee would be the program review budget request process, because we do see a lot of requests for software and technology equipment in there. So somehow, that should be a box. Maybe I don't know to to the Foothill tech Committee. Well, so I don't know if it's on the same document, but you do have some document if you scroll down a bit there. But there are some duties associated with the Tech Committee, and we've had that discussion within that group

Any anyone have any concerns about that can I consider that consensus?

I really wanna thank all of those who went into pulling all of the threads together and making coherence out of chaos. Thank you so much

Proposal: Institutional Effectiveness Committee	Elaine Kuo	Proposal to formalize an Institutional Effectiveness Committee to support continuous improvement, strategic planning, and alignment.	1:25-1:40

So we're having more questions. I'd like to go back to our proposal of the Institutional

This is business. From our March meeting, our last March meeting. We had agreed as a group to renew it into spring.

so I didn't we didn't. I didn't change anything from that. So you know, maybe this is, you know, a lot has happened since March, so this would be a good time to also have additional conversation given what was prepared back in March.

So we're coming to Mipc to have a conversation about proposing. Yes, another committee. But

I would say that you know, having participated in governance for a while, that there are a lot of conversations that we continue to have as a college where it does seem to be a little bit of well, where would these conversations? Be held? Right? Where would we see the connections

and across sort of all the different aspects of work that we're we're doing right, such as the time communities

all very important and and do need sort of a way to talk about it at the college level. Instead of just Mipc being the sole entity.

One of the limitations of mipc is that we don't have a lot of time that allows everyone to get the same base by the knowledge about all these initiatives.

and then to be able to then necessarily come to a decision about next steps.

So the charge that we are bringing as a proposal again, this is not finalized, and I will say I did not go into room by myself. To to come up with this colleen, and I did meet with the accreditation Steering Committee which has shared his representation on to have this conversation.

So the proposal for the charge is, as you see here, that this is the group that serves to promote ongoing continuous improvement with the evaluation assessment of processes. That would support our mission right now we are proposing that this committee would meet roughly every 3 to 4 weeks, and would report to Nancy

what this also does mean, that the accreditation steering committee would sort of morph. Into this we would not have an accreditation steering committee out of its own entity.

 The function of accreditation in the years where?

which where increases, such as our midterm report. If we have to do any, follow up reports. Obviously the Iser that would be sort of an offshoot of this institutional effectiveness committee. So not to tax the work that would need to be done, because to a certain extent our demonstration of quality and continuous efforts for improvement is the sign of institutional effect.

Okay? So the next slide gets into a little bit more about what would we do right? Other than sort of this offshoot right in those sort of accreditation, heavier years.

So the committee would focus on providing ongoing evaluation of processes not necessarily alignment at this stage. Otherwise, I suppose we can talk about that. I think the conversations we've had in the accreditation steering committee is that right? Now we're just trying to knit things together. So if you have a tech plan, you have folks working on hardware software and prioritizing. Where does that go?

Where's that larger college level conversation in terms of how fits into everything else? And Brett, you know, asked the question of How do this pop up in resource requests right? How, you know, I would say, where does this pop up and program review right? How do people know what is prioritized through the tech and so this committee would have some of those conversations. It is also the place where, when we update our at master Plan that they would look to see that the tech plan aligns with the Ed plan. Right? So the tech is times talking about AI and all this stuff as an as an example, and there's no mention of it in the Ed Master Plan. We need to work to make that together. Right? So where would that conversation be held now? We could have an Mc. But again you would do time, constraints, and other agenda items. The accreditation certain committee was seeing this as a recommendation that you could have that deep dive in this committee tech committee could come the Mp. Implementation folks might come, and then we would bring the recommendation.

Obviously this would help with planning. the idea obviously is moving this in a collegial way. and it would be transparent, right? Because, as a, as a, as a committee of Nipsey. You know, we would have documentation that would be available and transparent.

Okay? And again, this is a recommending body to see other things the group would do right. We we we discuss this in accreditation. Standing we just go back to what Christina's

referenced as we were talking about the Tech Committee recommendation, is to maintain and update this college planning calendar.

When are the plans due? When would they be revised and updated?

these are the processes that would fall under sort of this planning calendar list here, etc, as a you know other things as may arise. And then we, the this group, would also actually evaluate. So the tech plans has some goals listed.

The effectiveness committee with this would determine right and obviously work collegially with folks on the Tech Committee. Well, this is going to be an annual evaluation. Say, hey! You said you have these goals come back, you know, on a regular basis, right? Which that timeline would be determined. Where you at what are some way blocks where the challenges? So we don't go for like, say, if the tech plan is a 3 year plan at the end of 3 years, and then Tech comes back. We couldn't do these things or we did these things. But then, now, out of alignment, within the other planning efforts. We're doing so. We want the work that we're doing to be documented and also to be efficient and streamlined. Right? No one should have to work in a vacuum.

And finally, of course, you know, we're all of this is to support what we need to do as part of accreditation.

Okay, the next slide is.

who would do this work?

So this, this membership was was discussed with, you know the the academic Senate, President, the classified Senate President as well as representatives from Admin including the Vpi, the Abi and the Abp, related to communications in terms of who would then say, on on this

I have volunteered myself as the chair of this committee, at least in its first year. Stacy's office has been super supportive in terms of allocating the program coordinator position as exio in terms of providing sort of administrative operational support.

And this is sort of the initial recommendation we are making. That's that's my last slide. Open it to discussion.

We are not wedded to anything, and this is what the student committee has come up with as the first shot at you.

I would say the one thing that is sort of still a little bit hazy. For the accreditation student committee is that we are still in parallel right now, working on Nipsey. Right. Again. Christina alluded to beginning of our meeting time today that we're still working on handbook. We're still working on it, clarifying the charge.

As Nipsey continues to evolve right, and so I would say, yes, it might feel a little squishy in terms of both ends. And the what's the iec for now.

I would say that's how it should be. To a certain extent both should be living organizations for us to a certain extent. Cause. There's a lot coming down the pipe right? There's a lot of changes we're anticipating.

And so there's some fluidity that I would say, Hey, let's just embrace that.

But how do we feel about this in this moment? In time?

And I said I'd do the work, so come, join me.

So it's not taking on learning outcomes or guided pathways. Being an evaluated group, it's evaluation and assessment. So we know again, I hate to pick on back. And now, but in terms of what structure they want, what they wanted to discuss, what they want to prioritize, this group would say, Okay, show us your plan right? The plan does have to come to Nipsey to be approved anyway. Right? That's part of our process.

But as the Emp comes online, right? So Zack and Alison are coming before the Emp will be finalized. Then this group would say, Hey, I'm making all this up right. This is something we do in collaboration, we might say, Hey, Zack, you gotta come once a year. I'm not saying it's gonna be back, and Zack is here. So I'm looking at once a year and be like, yes, here's the plan that Nipsey approved.

he our committee looked at it in relation to the Emp, and you know the the Iec people might say we looked at it to. Here's some pockets that we don't see alignment. You're saying you're gonna buy all this AI technology. That's not again making all this up? It's not a priority that's explicitly stated in the Emp. Let's talk right.

How do we? How do we make sure. Because then we're gonna get AI tech requests coming out as a resource request that will come to program review. That will go to Brex committee, but as an institution we've not prioritized it anywhere else. Right? So this is where right? Some of that conversation can be held. Additionally, both documents could have AI, but is Brett's team talking about in the resource request, and that's when we get Brett's people to come and go. Hey, what what trends are you seeing right? To ensure that there's some sort of that we're having shared conversations right? This would be the same for guided pathways, right guide pathways would come right. We, you know, with what they're doing as their work plan. Then we would ask for regular report outs in terms of what do you mean? Where are the sticking points? Oh, it's gotta be time technology. Okay, it's not in the tech plan making this up. So how do? Then we might bring in the tech people and say, Hey, guide pathways is talking about the same related to AI. So how do we maybe bring some of that together.

Some of it is direct assessment. Right? So flows, for example, right? Unless faculty wants to take the this piece on like what percentage are getting regularity assessed.

Okay, we're not telling you how to tell in faculty how to assess when to assess or what your sl are. It is just sort of like this regular check in on a cap planning calendar of hey? You know, working with whoever faculty are leading, leading the the he'll sort of inquires effort.

You know we're no interesting trends on this end, or at least it's being reported to the Iec folks that again. I'm making all this up like, we're really having challenges in one division.

Okay, so what? What do you need? How else can we help with that?

That that is sort of a little bit of that is trying to knit together what we do. I think that is really and doing the regular assessment that will say, we're doing the work we're claiming. We're doing so presumably right as Elos.

we are working on that regularly now, what that regularly means is defined by faculty. This entity would be like, okay, based on your definition of regularly. Are you doing it? Are you finding sticking points right? Because the faculty leading the but on large church is not the ones doing the work right? So do. Is there a further assistance that might be needed? And where in the college level can we have these sort of just checkins? But that's sort of, I think, where we were going with that

Lee is asking in the chat with the group. Also help develop meaningful plans, support the development of solid plans, and be a hub for the shared conversation. So I would say at this stage, no, because we don't even know what plan we have. What state there, you know what stage they're in, where in their timeline. There they are.

yes, in the future I could see that coming up as part of you know the discussion, but probably not in the first couple of years.

I think, partly also.

Lenay. I think it would. Also, we need to look at what the Admin mass looks like to as well, and we don't know that. Yeah. So I'm sorry. I'm not answering your question.

but I would say, if in the area of governance, for instance.

he group would make recommendations on the governance structure.

Yes, so this group would be would be responsible for evaluating government as well. So then they would. You know, however, we choose to evaluate again. That's up to this group. I'm just gonna say, let's, we're doing a survey as a model here. So we do a survey. This group unpacks it. We talk about it deeper in depth, right in in the meeting, and then bring recommendations forward to next week.

So this group would not implement any of the recommendation. It's still up to Nipsey. This group will report to Nipsey. So even with, let's say, you know, the tech the technic, let's I'm skate again. So the AI issue, this group would say, Hey, things are not aligned. We really think that's a priority. We would come to Nipsey and say, look, we really would recommend that the Emp aligned with the Tech Committee, because we we great what the Tech Committee is saying. So let's see, what's what do you recommend? How do you want to take action on that? Do we need to form a task force in the short term to get the Emp folks back together to make sure there's some alignment, so that we do a regular update. It's in there now.

So they're not doing the actual planning work.

so just just to clarify, I think I'm I'm catching on. But it, it sounds like this group will be not just making sure that evaluation happen. Yes, no. Okay. Evaluation happen whatever after the evaluation.

not the script. Responsibility justified that happened yesterday. But it sounds like this group would be. Actually, we're gonna look at what the results were of the evaluation and make recommendations as a result of information that came out of the evaluation. Yes, okay. But again, it's up to Nancy.

So this group is not responsible for that stage. Right? Right? So not responsible for the decision of what happens, but is responsible for looking at the evaluation results connecting it to evaluation results from other areas of the college and making recommendations to it. Right? So program review, right? We're gonna kick off program review evaluation shortly. Right? So the survey is gonna go out. There's gonna be data right now, what do we do with that data?

Where does it go? Did it come to Nipsey? Right? So? And when program review has come to Nipsey. We've also this is previous survey. So where people have said, oh, as a voting member, I don't feel always confident voting either way, because I don't know enough. Right? So this is where, because this empty would see all the planning right? Then this empty would review the program review results again. They're not.

They're not doing the work to actually conduct the evaluation right and stuff. Figure out depending on what it is. Right. Then they would say, oh, we looked at the survey result. We these are the summary of finding we recommend Xyz. Then it comes to me, if he has discussion, that he doesn't have to take any other recommendations they could take some of it. They can make all the recommendation. Then it's all recommendation to the President.

and it would be ongoing right. This is not like a one off. This is not just for those of us who've been here for more than 5 min. This is not integrated planning budget. This is not just a summer entity that needs to review everything.

This would be ongoing throughout the academic year. I I have to say that my my reaction to you know, the informal, eyeballing, evaluative process that I've been doing is that this committee feels needed to me. We've been trying to to move some work into work groups. But those work groups don't have administrative support. Don't have a cadence of work and a regular structure that I think is moving the work along at a pace that perhaps the institution

needs and that's not to say that that people aren't doing good work, but just supporting the work and having a cadence to it, I think, is better supported by committee.

Then offshoots of work, groups that form and reform and come back up. I'm feeling that. But you know, maybe we didn't give that structure enough time. I'm I'm open to that as well. And I would say this group could, I'm not saying, do the evaluation? I'll make that clear. But let's say that comes and it's like, Hey, we have these goals, and, you know, constructed these goals based on who's in the room? We didn't think too much about how to evaluate it.

you know, and I've worked at institutions where offices like mine, then totally wholesale, took on that evaluation piece, and I would say that the Iec could do some of that like. That is where you know, the faculty students and staff were in the room to just do tech work right? Could come and say, Hey, yeah, I know we gotta do this regular cycle evaluation. But I we're just not clear on how that would be done. Then this could be a group that could talk about that provide recommendations to the Tech Committee again. Just we're not telling you how to do the work right. And then the tech committee can decide. Yes, good. Thank you.

do the evaluation. Then then, of course, it. You know, it would get discussed in the Iec in relation to other planning, right and other efforts.

and then we would evaluate, provide recognition to next week.

Would it replace the accreditation steering committee then? Yes. Oh, I'm sorry I missed that. Yeah. So, except in the off years where it gets accreditation heavy, then it would be a subcommittee of the of the institutional effectiveness, because the same people you gotta have that on your steering committee that your accreditation you gotta have classified tenant, and you have to have instructional represent and students right? So they're already on the Iec, and these are the best people because we are sitting on Iec. So they have that college level lens, and that is really what is needed in accreditation, like, what are you doing as a college to uphold and support and actualize your mission? Right? So that means they've been sitting on it right? And then go into it.

It's also 1 55, and we haven't covered the item. So it's okay. We can have a break now that we can go and cover that. And and I would also say, we don't have to make any decisions today, Kristen, you and I have talked that as long as we have a decision by the end.

I'd like that doesn't have to be this meeting. Yeah, I like that. It's been explained. I think people can marinate a little on it, and then we can bring it back to the next agenda. Okay, sounds good.

MIPC: Role of membership			Continued Discussion on envisioning to implementation	1:40-1:55

I saw that Jamie had joined a little while ago, and I think she's dropped off. I I wanted to say that if if I before, Josh, I don't mean to step on you, if you have something you want to contribute. But we'd put this back on the agenda.

to see if people had any continuing thoughts on.

You know, from the 3 scenarios that we went through last time.

What shape? If we wanted to engage in a discussion about maybe what the minutes revealed were a central question, which is, is this? A representative body or a prospective giving bodyand and then it also it also raised the question for me.

do we roll the work of the shared governance work group into perhaps a newly formed institutional effectiveness committee?

I might have just created another bullet point of work for you there, Elaine, but that was some things that I was I was thinking about. So, Josh, I didn't have your name by that item. But if you're if you're there, if not, we'll move on.

Alright, let's move on to my item.

BREAK			1:55-2:00
New Business			
ASFC – Foothill Olympics	Joshua Pelletier & Adiel Velasquez	Proposal for staff v students community building event.	2:00-2:10

So going on to new business, we have our agency for the Olympics. And this is this was talked by, I'm Joshua Belts here. And Abigail.

Yeah, let's just say like a poodle.

So I'll give you a little bit of context. I I would say that this year is been a very successful year for total college, because we have a higher amount of student enrollment. Students are coming back on campus attending more events. I mean, if you an idea, I would like to capitalize on that by having, by holding, like a massive event, not only include students, but also faculty as well. And also a little bit more context. With the opening of the gym. We also hires Team Mitchell, who's on the recent faculty. He was here a while ago and you'll be currently working on the gym.

And I will say, like, the most important thing here is that we and audio we want to have hold of a massive businessman, and it'd be like you can consider anything like can join like basketball games or stuff, or can join like a baseball or football, or anything like that involve both students and stuff and one of the other I propose is that we could have a hold of massive new areas on campus. And it it would be like a more interactive one where you could be like, for example, run to the run of this time center, solve a math question. And the next person like, run your different campus and do this activity. I think, holding something like that. And I have holding like interactive prizes. It'd be like a really awesome thing to have on campus.

So right now we'll bring this. I think we'll bring this to mipc just to cause just as introduce it to Staff. And I see in faculty and see how you guys react to that. And I think it'd be a really amazing opportunity. I think it'd be awesome to have on campus, and I think that on students that they don't really familiar with their faculty members they don't really know face to face with people who actually represent them day to day. So I think, having an event like this, we're just like we kind of break down that walls again wouldn't know each other and just facilitate a better community going forward.

So this is like, an it's it's an open discussion. Items. You guys have anything to contribute questions. Thank you. Josh, appreciate it. And yeah, we discuss this a couple of weeks back, and students are very excited facilities and have them Steve Mitchell back on top of that every year. For the past few years I've organized a couple of staff for students games. So last year we did volleyball and softball and then going back even a few years after that we've done soccer, flat football, and other events that are interesting. And so we were to run with the idea of maybe having a foothill Olympics with different events since we've discussed Josh, we. I talked to some classified staff members with bad knees, and so there's also the conversation of having an Olympics, that is, you know, in part, maybe like a competition where we go, play volleyball against each other.

hunt but also we could also add some other events in there, like, if we want to do a fertil who knows about transfer process, the post in this room, or the students who are part of that process now. So that'd be interesting on different topics. and so it wouldn't. So a component

of that would be physical if folks are interested in participating but that could be. Maybe also a, you know, steps competition. Everyone kind of based on their own goals has a step step challenge and then kind of compare. Maybe Mipc see classified Senate versus Academic Senate versus Asfc. And so those are some of the ideas that we had. If folks would be interested in participating Last year we probably had about 5 to 7 new staff members who joined and I think we would like to open it up to faculty members as well to see you know what's work done in the past, Patrick? Or whatever folks might be interested in participating again.

It doesn't just have to be physical. I think that'd be kind of the the students' interest as well. But then we can also do something that gets us to know the campus a little better, and, you know, have a fun interaction to faculty staff students in our Admin

So I just want to say, that's always a great idea. But as someone who's less physically or coordinated. I was. This is just as an aside, right? Not in place of but and is just. I've been in terms of if what I'm hearing is correct, that this, that the goal is to the desired outcome here is to have an opportunity for students to meet the people who work on the campus. Especially faculty. Right?

okay, I'm just noodling. But something like.

I don't know. 1010, right? So like you find 10 faculty members, right? They get less than 10 min each.

and they talk about like. And they each share like

again. I'm making this up like something they've worked on something that they've done professionally, academically, something that would enhance like something they love to get into more in their curriculum, or what they see on the edge, you know, in terms of the advances with technology in terms of that kind of dialogue.

The the it's rough, but just to be more inclusive to the folks who don't, who have that need and that back and that children. And yeah, I think that's probably your closing term I think that One of the goals, and I think, going back to when I was a student, I met a faculty member who was my professor. He always were a student time. I met him at shoreline at a comedy show. He was wearing like T-shirt shorts, like a whole cap and cargo shorts. And now, immediately I was like, well, you're, you know, kind of humanize them a little bit more for me. And so I I do. I do love the idea of that. I think we should definitely discuss that. Incorporate that but also see folks outside of their elements. You know, when you're not in control, they could talk about a hobby or something they do when they're not in classroom, and I think also cause I don't

again. This is now projecting, but like as a student I, there's no way I can know all the faculty like I'm privileged now, because I send these spaces, and I get to interact with all factors from all corners of campus. So I I would imagine that you know something stuff like that would also give student the chance to see other faculty and hear about other disciplines.

Yeah. And then I think that's why we we included some things that are not physical, so maybe we could do a trivia contest. Meaning could have different show and tells. And and you know different events that we have and then folks can participate in whatever it.

This is where I think we can definitely build in like a meter file to kind of get into the hardship. We'll have a draft and solve a puzzle or something called the Owl Olympics. I wasn't sure we should use the word Olympics. I don't know if there's something in stem an Olympic.

maybe I'm confusing Ucla from the Ioc for using the word Olympics.

and I think they're like multi purpose. So I think you have broad support here, and Clifton adds that there can be meditation, mindfulness, and forms of light, Yoga, that can be inclusive of all people's preferences for wellness and fitness.

Yoga session just for help.
Alright sounds good and we don't have any more questions. I can move on.

Mission Align Stability Phase	MIPC members on DEMC	Develop principles for upcoming fiscal outlook	2:10-2:20

So on our mission aligned scheduling phase. And then we talked about 50 members on the Emc.

When I look around this table, I think the people who are on the Dmc. Are Lori and Stacy and Kathy and Kurt and Patrick Voltaire, who is at he's at the plenary right now. And I attend just for friends. Oh, people have great ideas for our previous agenda item. But I I didn't look to see who was online, who might also be on Mip. See are on Dmc, I'm not seeing anyone but the reason this was agendized was just to share broadly some of the conversations that are happening about the budget landscape. You'll you'll get a deep dive if you attend the Chancellor's Budget Town Hall on April thirtieth.

in terms of just what's being decided in the District Enrollment Management Committee in regards to the Pilot project. I opened it up for the committee members to share what it is they've heard, or they think they heard, or maybe they just have no questions. I mean.

yeah, I can share a little bit, and I'll share this with the disclaimer that I was at a conference for the last Demc meeting. So but I can also share, I think, a little bit of the Foothill budget perspective. So of course, I'm actually using your word. So feel free to speak up. Demc funded enrollment growth on our campus and on

Diana's campus this year, and our funding support of that was $800,000, and has agreed to continue that funding support next year, and so that $800,000 translates directly to sections that we open. And this year we saw an enrollment increase of about 500 fts, or a 6, and some change. 6% change of our enrollment increase from last year.

I think an important thing for us as a leadership group to to know about. Think about it as we move forward, and as we listen to the Chancellors, town Hall is that we Foothill College has been supplementing our instructional budget for the last couple of years.

And so last year we supplemented to the tune of 1.5 million dollars of our one time escrow. Okay, thank you 1.4 million dollars estimated that we're supplementing about 1.8 million dollars, and to be clear on what that supplement covers. It covers the additional sections. So we have our money from our regular 1320 budget, which is the part time adjunct faculty budget, and the 800,000 from Dempsey, and we use another 1 8 million dollars.

And what that covered it covered all of the sections that we've opened up that's grown enrollment and benefited our students and benefited the community really significant, impactful ways. It's also covered supplemental instruction on our campus.

And it's covered. And it's covered some supplemental instruction on campus, because we're also using the Covid Block grant money for that and it's covers the reassign time. That's not reimbursed by the contract. If that makes sense to people. And that's what's in the 1.8 million. Correct?

The the one for reassign time. The mechanism is a little.

If we get money from the district when we have reassigned time, but we then have to use our carryover to pay for that additional cost beyond what the contract covers.

And so I think the challenge for us as we move into the next phase of this budget. I think a lot of people know that we are coming out of hold harmless in the year 2526. So next year is sort of a transition. One more transition year on on this, before we move on to the skiff model of funding.

and we're also pretty much out of this. Roll forward one time money.

So we need to align our scheduling and align our other practices with the budget that we're having, and then the budget that we will be getting moving forward in the new funding model of the skip with our schedule.

Is that is that a good summary?

Yeah, I like it. Could you just clarify whether when the whole harness goes away. Are we being budgeted off of the 2,01718, or we being budgeted off of whatever we generate next year?

We've been budgeted off of whatever we generate next year losing funding. So where's the new budget line is, I think, basically, what we're funded in next year will be our base going forward. So we've been under all harmless.

We have been funded, based on 1,718 fts, plus cola that the State has given us after next year. We're gonna basically be held at that same level, going forward until there's enough State Colas that happen that push us out of that old, harmless or basic aid which we don't know where that stands. That's a that's a question mark on the basic aid, because the whole era.

I think both of you just articulated it better than I did. And I. So I think the 20, the funding level that we have next year, the 2425 is the plateau right? That's a better way of saying it to people.

Thank you. Yeah. Cause I I think people just get scared when you say, hold harmless is going away. I think we're going to get a big budget. Yeah, yeah, I need to change that wording.

Thank you. And the other thing I would say that I heard at the Dempsey meeting was that we are acknowledging that When we say that our budget is going to be flat. That means that our budget is going to be flat.

even if we grow at the same rate we grew this year, assuming we even retain those like, we can't grow ourselves out of that platform.

also that funding is gonna stay exactly the same if we shrank by 10, right? So so the drive for every decision to be based on Fps. Get get the enrollment, get the enrollment, get the enrollment.

We need to stop thinking that way, because even if we get the enrollment within reason, it's not gonna help us.

And if we lose some enrollment financially, it's not gonna hurt us. I'm just talking dollars here. I'm not talking about ethics and our mission and all that right. I just wanna be clear. I'm not saying I don't care if we lose students. But so that's that's kind of the way we're trying to share the thinking.

except that I think it does impact some categorical. We would lose some fund extremes if our enrollment and the the basic aid question.

I don't think it's likely.

because of this crazy era thing, but it is true. I think we determined this in the last budget meeting, that if property taxes went up by about 6% next year.

and we got that and and and there was no negative erap.

And this year we've got 28 million dollars, which is basically they're taking that out of our property tax calculation. Right. So if those 2 things happen.

property taxes grew by 6% and there was no negative B rap, we would exceed our and and and enrollment fees were at least.

I mean, there's 3 things there. I think it's fairly reasonable to think that property taxes would go up by 5 to 6. We've been trending around that recently. So I don't think that's a crazy assumption.

That's that other weird thing, educational revenue augmentation fund. It's the waya county basically uses our property taxes to fund things like vehicle license fees.

It allows the county to have flexibility with cash flow, and when they use our property tax for the their needs. We get backfill from the State, and the State formula under full harness has exceeded where we, where we are with community supported. So there hasn't been really an issue. It's always been above the state revenue has always been above this, but as we get closer it, then then it's like, well.

you know, is this something that can prevent us, you know, for a period of time, not getting to be community supported or basic aid under basic aid. So that's a that's a question. Yeah.

Lenny is asking whether or not in the last decade we've ever had no erap. I

I think there were times. Yeah, we even got more money through it. We got more property taxes. There's been. Yeah. There's been times where we've received positive erap. And there's times when it seems like in the majority of times. Recently they've been taking money from us. So it's been negative erap that reduces our property tax.

Yeah, we're at the time for this item. I just wanted to make one conclusionary of thought here, which is that?

You know, the the item was called mission aligned stability based. Because I know you know, we do care about how we're serving our students in our in our mission. And so there's this was sort of a softening the ground, sharing out information from D. Emc.

Making connections to those district committees, and then also, you know, encouraging people to get a richer understanding of the budget landscape by attending the Chancellor's Town Hall.

and then what we're hoping to do is follow that up with maybe a very specific discussion here at Foothill. Maybe maybe in a town hall format. You know. I appreciate any thoughts you have on that.

because foothill did do something different than what Diana did, which is, we kicked in our own money and not an insignificant amount of money. So we have to approach the plateau funding in a different way than maybe our sister college did, and we wanted to make those choices about living within that plateau state in alignment with our mission, and, you know, start to have a discussion about a set of principles and values that will guide those decisions

| Accreditation Report | Elaine Kuo & Kelaiah Harris | Core Inquiry Report | 2:20-2:25 |

moving on to our accreditation reports with you, Chloe and Claire Harris

Grant.
Was there a panel point or anything there was? Thank you.
I'm ready to be your scroll, lady.
Yes, okay, there's too many slides that we prepared. Okay, this is today's implementation. Right? Okay? Correct. Okay. Let me go through this pretty quickly. So we get to the lead. But I just mindful I wanna make sure everybody's on the same page as to where we are with the Iser. So the the first slide is timeline overview. In case, you know.

you've been so it's documented here. I would just say where we're at now is April 2024. In terms of receiving the core inquiry. Christina and I did meet with our peer review team chairs, and then we're heading into the next stage right? And so again, those of you who have.

you know, experience with accreditation process.

You'll know that we are, and the next phase will be would be for a visit where people show up and they will ask for additional evidence and ask questions of people so, and that visit is scheduled for September thirtieth, through October first.

However unlike in years past the whole college does not need to cancel their vacation. It would only be the areas that are highlighted by the coin queries.

And we'll talk about that. So next slide after that is what are the core inquiries? And then, just, you know, do you actually want to read the actual language? It is posted on on the website. So core inquiries, this is a new thing for us. Act has incorporated both informative and summative process stages to their review process and the reaffirmation process.

So the 4 inquiries is sort of it's sort of like, intermediate outcome. Okay, sorry. That's my world language. But it. It gives the Peer review team a chance to really do a deep dive, have sort of an opportunity for 2 way engagement with the college to say,

Hey, we have some additional questions. This was the additional ask for evidence.

That I talked about back at at in March, right before we went on, spring break and based on that, they may have additional questions.

So in some way to describe sort of the area of emphasis that they will focus on when they come for their visit. September first, and off October first, September thirtieth, and October first.

and for us it is really areas where they feel we are either being noncompliant, or we really do need to improve sadly, not really in the exemplary area.

so what should we do? What W. And since we were doing this for the first time? I've included this slide to talk about how, as a college for those areas that been highlighted by the core inquiries.

We really should take this spring quarter to look at this. It's an opportunity, because they're not coming till September for us to really do some more work quite frankly, more evidence and to strengthen our processes.

Okay, this. In some ways this is good because it helps us set priorities right and prioritize our work right? And okay, next. So let's get to it. Right? So all this is to say what we have 3 core findings.

This should not be surprised to most people in the room.

I have been saying this since we've been starting our Iser process and the faculty that have been part of Standard 2 and have worked on it. And help write standard 2 well aware.

Yes, I just wanna say, say that if there's anyone in the room we're using accreditation jargon, or oh, sorry institutional jargon. Just raise your hand and ask as a low as a student, learning outcomes and student learning outcomes are to be documented and students should know that all their classes have a student learning outcome.

Usually more than one.

We also have institutional learning outcomes that. You know. Should you spend quality time with us, you should, we should. You should also have experience growth and development in those areas.

So the focus from the peer review team is that we they want to verify that we have a cycle of regular assessment.

So now I'm not gonna speak for the faculty in the room, because I'm not equally if I don't do this as part of my work here I am sort of just supporting my understanding in my conversation with the Office of Instruction through Stacy and Kurt is that we have faculty who are leading the charge and have been working sort of tirelessly in terms of having these conversations what the review team wants when they by the time they come. So we need to give this. We need to give them the evidence ahead of time, which is like early September.

there needs to be sort of the actual cycle assessment. So what is it?

When are things supposed to happen on a department level and a program level, right? Because we have course, level outcomes as well as program level outcomes.

What are the accountability measures put in place to make sure that that work happens. And how are we looking at the outcome? Right? The actual assessment of these slos that are being entered and assessed regularly.

is that the first one and that maps to standard 2 a 3, right in case you're like wondering what that means. Cause. I'm like trying to figure out. Make sure I highlight what? Where? The jargon stuff is the second core inquiry, Rsi. Regular and substantive interaction. This also, if you were faculty, and you were involved in this. And I know the people who were involved in cool, like Allison, which is no longer call cool.

They're aware of this. Lenay is aware of this, that the regular and substitute interaction piece was something that is a Federal compliance. That's why the policy. It's not mapped to a standard. The parentheses a policy on distance. Ed. And correspondence. Ed, which is based off of the Federal guidelines.

So what they're saying is that we sent them a sample of our fall quarter classes.

Less than a half.

Were determined, based on Peer. The the team's review met the standards of Rsi.

So you'll re? I don't need to read this to you. This is what they're requesting.

And so we're gonna have some conversations. That was a random sample that you picked in the sense that I reached out and we will put that in the minutes.

So it's it's random in the sense that. You know I I spoke with Stacy.

We determined that so the guidelines say, we have to do 5, no more than 50 of your online sections from the most recent completed term, which for us would have been fall 23, so we, in order to complete the random sample, we calculated what would be quote unquote 5% of each division. I mean, every division offers something online.

So we had to calculate faxing off of however many sections you offered online. So that varied and that. And then I think you went out and talked to the Dean. But to put this in the scope of what your question is that when this came back and cup

our randomish sample. We thought we were putting our best foot forward.

so really, our best put forward is sort of highlighting the tip of an iceberg problem

I don't wanna cut you off when I see these core inquiries.

First, I think that the fact that there were only 2, is phenomenal about Kalaya and Elaine's leadership and writing the report, and everyone else who contributed to the I serve cause that to me is great, and us responding to the additional. So I can make everybody who right away. And but these 2 we already knew.

We need to work on them right. And Monday Senate meeting is working on this. So so we're working on this. We know that we've got an iceberg, but we're working on it. I guess I have a question in terms of Rsi about what they want. Okay, communication to faculty regarding Rsi, okay, we can do that.

They want to see more samples from Spring 2024. Okay.

which I'm trying to change because our process isn't changing. So we might, I mean, unless something's happened right, the process hasn't been implemented yet. But the documentation templates and training on the new Rsi 3 year assessment cycle. That's still all in development. Yeah, yeah, right?

So can we submit something to them that says we're developing? Well, he. So the Aol hat says we should give a little more than that, because that is literally what we said. We said. All of that templates documentation training is in development.

When we submitted the Iser which we wrotereally a year ago. By the time they come, so their response will be, you had a year.

So if you're still in process, you need to give us documentation about why, and it better be pretty good. Because, remember, we closed off writing the Iser right in in June, right? And then what we spent was fall getting it approved.

So we didn't really add anything else to the Iser. So now it's really, definitely a year plus change. So what have you been doing right so now again. But going back to what you're saying, Kathy. Yes, if if we're still in process, we're still in process, right? Don't make anything up. But then it's sort of like.

well, why? So? This is where I would go back to all that infant meetings. Have you been talking about this right? That every major decision takes 3 years. Big project takes 3 years. So they just need to call me.

And I'll tell me that's the rule you gave us one year, and it always takes 3. So I would say, look. we work with what we got right. That's always been my mantra. Now, what this means is right, because then the next question is, okay. We're still in process. Fine, we honor our. It takes 3 years now. What this would mean, then is, they'll come and they'll wanna talk to all the people that are involved.

So this will be academic Senate faculty teach online people who attend academic Senate right. Who would have conversations about this and vote on this? Then we probably will come back in the summative stage.

That says you need to do a follow up for. And we're gonna come back in here. And that's okay. I it's not. It's not the end all be all but what it also does mean you really only have 2 years to get this. You can't be on your 3 year, Timeline, because if they come back in the follow up visit, and we're still like, well, takes 3 years, so you can't give us 3 years. Then then I think it would be problematic now.

So let me just, Renee is adding, they are not seen or onboarding for faculty, and it is really good. Yes, and poker right? Like more poker. Maybe right? That could be a possibility. But then, how are we getting more people to participate? I'm gonna move on to the district. So Moka to the so the last one is is not directly us. It is a district finding the team seeks to understand right? Like we don't. Essentially,

I'll just cut to the chase. There is no calendar that shows that the district has a regular cycle of updating. Ph, that's it. So, policies and administrative procedures. Yes, so sorry for policies and administrative procedures. Now, there is something at the Chance Advisory Committee to say that we will be doing that.

So what's the next steps?

We're gonna talk about this in the Creation Steering Committee. We have a meeting scheduled for April 26 and these are some items that would be on deck, and this will look to the steering committee to make recommendations about what to do. And then we'll come back to Nipsey. Just give you an update.

Now, the one question that I have been getting is, What about the Anda

diana also got the same district funding, and the same Rsi.

Committee Reports			
Tech Committee	Zach Cembellin		2:25-2:30

can we talk about the Tech Committee on under the Committee reports?
That would be forgive me. But if forgive me if I go to the last name, Zack Sembu.
we already met this quarter we actually met last week, and our goal is to come.

We have a draft document that was kind of sunset it over to me when when I took over this leadership role and on a committee.

So what we're doing is I realize that that draft never actually officially got approved by the school at any point in time. So that draft tech plan document we are cleaning up. We are. Gonna bring it to this space for everyone to look at. And then it's actually we're gonna be heading into the last year of the 3 year cycle.

So next year we'll have to kind of come up with a new plan.

So that's what we are focusing on this first half of the quarter. At least, I did meet with a subset of Lrc. During our last meeting of winter quarter. And there's a group of student workers that have brought attention.

the printing services on our campus. They're want it to be more vocally known that they're very upset with the way this the printing services are taking place. They currently use this contract with eprint. Maybe you've seen it.

They find it very problematic. Sometimes they have to log in into 3 different apps, just to give you access to the printing service. Unfortunately, this is, there's some it group that I found out. I don't know exactly who this it group is, but it's at a specific level, it group.

So this may be effective.

The answer as well, I don't know. But the students definitely wanted us to be known in that space that they're upset with the way these printing services are going.

We usually use this service called paper cut and and all the feedback I got in that meeting was that it's a far superior service in terms of user interface and usability.

So I wanted to bring to the space, and let that issue be known that they are a number of problems brewing with the eprint services.

Ets does not seem to have an interest in helping with any troubleshooting of the services either, which meetings are surprising.

pretty much it. That's what we any questions concerning that.

So who maintains the services, Ets. No, that it's some special weird it what? I don't even know. If it's Ets. There's some sub little it group at the District Level Central service that there's like one or 2 people that seem to be mia according to what I understand.

and they're not able to address such larger issues, especially if things come up on a company basis, they're kind of expecting us to figure out. So there's student workers that are at a lot of these front desks right now in the Lrc area. And they're essentially trying to have to figure this out.

And when when things come up and the problem is is, there's a lot of turnover with the student workers. So a lot of the knowledge that they can, even in like one quarter is lost from quarter to quarter.

So it's just kind of a mess I haven't seen it hands on yet, or anything, but it sounds like a mess, so it's not really the first time I've heard of this problem, but it's the first time that some form we came to the committee and like complained about it. So I I know that we've had eprint for a while, and there's a contract. Bianza has machines. We have machines. I didn't realize that there was. There were all these issues happening.

So I think finding out who the contacts are, Ets, and we're probably getting meeting with them.

I can help facilitate that.

Josh Pelletier (Foothill College): Just a quick comment, as somebody who used to sit behind the front desk in the in the Wlc.

Josh Pelletier (Foothill College): It was one of the main things that we handled back. Then students coming in who needed to print stuff, having issues with reprinted there were massive queues. Then the little kiosk that students use went down all the time. It would take their money. They often couldn't get refunds.

Josh Pelletier (Foothill College): A a lot of what we did in there was just offer students free printing so that way they didn't have to use eprinted

Josh Pelletier (Foothill College): so as somebody who's dealt with it. It is it is attic, and I'm with the students on this one.

Admin Conference Room: Yeah, it might be something that we evaluate to like. If if there's a cost for with the print, it may. Could we just print and see what the differences between. But I think we have to figure out. What? What does the contract say? How? How long do we obligated to be in under it. So okay.

Standing Reports		Old Business	
Taskforces and Workgroups Reports	District Committees Measure G Taskforce ILO WG Foothill 2030/IEPI MIPC 13-55 Project		2:30-2:45

moving on to our standing reports, our tax forces and work groups projects. So first off, we have the district committees.

Okay, anything that we haven't already covered with talking about Dmc. And a sliver of D back. Anything that is, Major, that anyone wants to report out from district committees. I'll just report real quick. So this is well, it says Victor G. Chat Taskforce. But it's really the billing grounds and sustainability. Okay, so we're moving down to that one. We would. I think you just popped on district. But we'll we'll move on.

So 2 kind of 2 major things the signage project. We had a wonderful presentation. That was developed by our anthropology students under Sam Connells class, who, basically studied our signage, went to other colleges looked at their signage.

put a nice organized Powerpoint together on the findings. So we we want to utilize that and hope we have. Well, I'm anticipating, and we'll have focus groups when we get to our vendor that we will select eventually.

So we had. you know, re review the Rfp. Proposals, and we're going to be interviewing 3 vendors, of which one of them will select to help us with the signage project. So we want to incorporate the students good, really awesome work in some of our decision making, because it to me it was very spot on on what their findings were so that's one thing.

The other thing is our lighting. So we have the the sample lights out there. We've been receiving feedback. We're giving, giving it a couple more weeks before we make our final decision. What we're finding is that people have found the new lights positive. They? They like that. There's a disc. The light comes down. It doesn't create pollution as far as light pollution in the sky. I reached out to Jeff Matt

Matthews is our astronomy faculty. He agreed that the disk model is much better than the lanterns that dissipate the light and create light pollution. He he encouraged us to go with the Lower Kelvin, the 27 Kelvin. But from a safety standpoint it's been overwhelming that the

4,000 Kelvin seems to be the best way to go. So that's where we're kind of leaning at this point.

Committee. So next time we meet, which is the second Tuesday of every month. We will.

Make a you know, recommendation, and we'll move on with that lighting project. So those 4 lights out there at this point will be the light, and you'll see around the campus unless there's an overwhelming response not to do it, or whatever so. But we've been. We've been hearing positive things about that. That lighting I think that's about it.

And our institution learning outcomes work group I don't think there's anything you need to report there is. I'm ready.

But he'll 2030, I mean, yeah, just quick. The vision revise team is we're still waiting. We are slated for one more meeting. This quarter before we would probably come to Mip. See? We are at the stage where we have a couple of drafts. We're trying to synthesize it into one statement. And then we're gonna start, I guess, sharing out and having conversation on the campus for the next few weeks. I don't know if there's any. There are people here who are on that the emp team is meeting. We're only gonna meet once in May and June. Really to figure out planning for the fall as more of an official kickoff for the end master planning and then also to really think more deeply about the kind of data we want to collect in the fall, and or and or to start reviewing in the fall. As we continue to do the Emt work.

I'm gonna give that update I mentioned at the last meeting that we were at the stage of The process that's outlined in the legal Nagra process, and I apologize that I will not be able to tell you what that stands for right now.

But, we were about to finish up the inventory of the native American cultural artifacts and remains that we have according to the standards outlined in the law, and we have completed that inventory the next step is to reach out and do consultation with the most likely descendants, which we think are the mafma. And so Sam Connell has reached out to the chairwoman that they are now scheduling a meeting in May.

Meanwhile sam had a student who, did a wonderful project on where we might repatriate or bury those remains here on campus. He has identified 3 3 places.

and one of them I ha! We had already kind of looked at and liked but we don't want to make the decision.

We'd like them a web one to make the decision. So we're gonna take them on a tour of those 3 places. When they come to visit us in May for the consultation.

any other questions about that. Yeah, yeah. Good. 1. One thing I just wanna make sure.

I don't know if the 3, if we talk to our facilities and operations just to make sure there isn't anything like power lines or something underneath. They've already seen that presentation. They also they have a preference. But I will refrain from stating that loudly until we've been in consultation with the tribe.

Affinity Group Reports	APAN OLA AAN LGBTQ		2:45-2:55

moving on to our affiliated group of points.

No, I think we have. There was a meeting last week, but that's all I know. Okay, yeah.

Few things if you'd like.

I'm sure everyone for Apen we have a few events going on. First of all, Apen is having an end of the year ceremony.

and we're still working on the details, but we'll be able to share it soon.

We also have 2 events going on. One is a film maker question and answer panel. I'm sorry. Speaker. Who made that film? Chinatown rising. He's actually gonna come to campus and the other one is the San Francisco Chinatown Social Justice tour happening in a few weeks. These are the same updates from before. But we're making way and doing alright in a pan. So thank you.

Date of the movie screen.

Good question. Let me look it up really quick, and I'll send it to the box.

I thought the Chinatown tour was on May Fourth.

I mean, I have. It's in. It's actually in the minutes, because he's saying it's in the minutes from last.

Clifton: Sure. Actually, it's may eleventh. Saturday, may eleventh

Good on to Ola.

Fatima Jinnah: Hello, everyone! My name is Fatima. I have 2 announcements from Ola. The first is that we also have an end of the Year celebration. It's called Reno simiento, and it is on Friday, June fourteenth, at 6 o'clock, and it will be held in the dining hall, and Ola partners with so many of the bunt. This students will also be at that

Fatima Jinnah: celebration. So that's the first announcement. The second and last announcement is about the older Ola scholarship. So I started this scholarship 17 years ago when I started here at Foothill, and I'm very proud that it has continued due to our fundraising efforts, our yearly fundraising efforts and student excuse me, faculty and staff contributions

Fatima Jinnah: so the application season for the scholarship just closed and due to our fundraising efforts, at which, thanks to all of you, by buying the thermal list and participating in the fundraising efforts, we are gonna be able to offer 2 OLA scholarships.

So those scholarship recipients are also invited to the end of the year celebration to get honored.

Fatima Jinnah: So that's all for us. Thank you.

So, for Apenn of your celebration will be on May 24.

Lisa Hills: Sorry I had to undo my mic. There! I don't have anything to report.

And as you can see here.

Clifton: Alright. So a couple of updates as of yesterday. Yay. So again, we are having the pride inclusive flag raising ceremony, which is annual. That's gonna be on Wednesday, June fifth, from 12 noon to actually supposed to be 2 o'clock. So that's not right.

Clifton: 2 o'clock. And again, that's gonna be at the Fhda District office flag. Pull out doors. At the football college, lower school parking lot 7. All are welcome. And again, this is not just an Lgbtq. Plus thing. It is pride for all many people have seen it in the calendars. So please put it in your outlook. If you'd like to come, and flyers are coming later.

Clifton: Before that. We have the foothill beats and the pride March, who will also meet beforehand about 30 min before, at 1130 at the Caesar Chavez Plaza

Clifton: They usually like to march together, drumming around the campus and eventually end up at the flag, raising ceremony to open up their events. So that's there. And these are on the website.

Clifton: Another thing is my apologies, I've fallen behind. But I'm currently working with Julie Ceballos

Clifton: to help with the Lgbtq plus Affinity Group website. It's currently blank. And I'm asking different individuals around campus staff faculty administrators for some content.

Clifton: still working on that haven't heard from many, but I'm trying to put some stuff in so we can make it look professional.

Clifton: Last almost last.

Clifton: As you may know the Student Council chambers will be the future Pride Center. You wanna make sure it's not called the Lgbtq plus center. It is the pride center for all, and that'll happen most likely next academic year. We're considering that having the soft opening. But if we do this quarter we wanna make sure everything's ready rather than still looking like a conference room.

And last, but not least, we have the lavender graduation for everyone to enjoy. A lot of people are asking about that.

Clifton: That's going to be on Friday, June 20, first at 4 pm.

We don't have a location yet, because usually it would be in a Smithwick courtyard that's under construction, which I didn't know about. So we'll let you know Updates later, and that's all I have to report.

Do you have any announcements?

We ajourn this meeting at 2 39 pm.

Thank you. Everyone.

Announcements			2:55-3:00
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