

## MEETING MINUTES

Date: May 8, 2020

Time: 1-3 p.m.

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/128486908>

## NOTES BY TOPIC

ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
1	Roll Call & Approval of March & April		Both Minutes Approved	Post to Website	
2	Added agenda item: Review Susan Cheu's presentation " <a href="#">State and FHDA Budget Outlook</a> "	<p>Bret shared Susan Cheu's presentation at the Chancellor's meeting today: "<a href="#">State and FHDA Budget Outlook</a>".</p> <ul style="list-style-type: none"> <li>Revenue reduction: reduction in Prop 98 funding (up to \$31 million), potential deficit factor (\$1.56 million to ??), Non-Resident revenue (up to \$13 million at 50%), Hold harmless not guaranteed (\$13 million), Local revenue being impacted</li> <li>Expenses increase: COVID-19 expenses, recent 6% COLA was \$7.3 million &amp; \$500,000 step/annual increases, pension obligation of \$2.6 million for STRS/PERS, and expected rise in health care costs</li> <li>Self-Sustaining and Enterprise Programs: Lack of ability to generate funding (Over \$1 million)</li> <li>Categoricals: Potential loss of funding due to state budget crisis</li> </ul> <p>Related questions/comments:</p> <ul style="list-style-type: none"> <li>The CARES funding can be used for cleaning the campus in the Covid-19? –Yes.</li> </ul>			

		<ul style="list-style-type: none"> <li>• Do we have any ideas of how many international students were planning to come next year? What kind of loss we can predict?             <ul style="list-style-type: none"> <li>■ Don't have a concrete number. The amount that Susan put was 50% reduction. Jordan is on top of this, and she's trying to help to determine what that number might be.</li> </ul> </li> <li>• Any news about relaxing the rule about how many online courses international students were allowed to take for fall, or summer? I don't even know what the rules are for summer. -- Jordan would have the best info on international students.</li> <li>• Basic Aid: For FY 2019-20, FHDA State Apportionment = \$156.9 million, Local sources = \$145.2 million. The District would need \$11.7 million more in local revenue sources to reach Basic Aid status, but we are shrinking down to Basic Aid, not growing into it.</li> <li>• The basic aid is nice when the revenues are rising, the property tax revenues are rising, local income is rising, and that it would be nice to be operating where basic aid meets us. But as Susan points out, if we have these large reductions in state revenue, instead of basic aid beating us, we're actually falling down into it, which is a lot harder. That means our budget is in bad shape and we're looking at reductions.</li> </ul>			
3	<p>Online &amp; Blended Instruction Program</p> <ul style="list-style-type: none"> <li>• <a href="#">Feedback Form for New Program</a></li> <li>• <a href="#">Certificate of Achievement</a></li> </ul>	<p>Kurt: this goes back to our process where any new degree has to go through these different governances. We're really not here to approve, but it's just in case of resource issues or other things that we might find as we review these.</p> <p>This is a new degree that the LINC program has put together to serve the needs for training K-14 instructors and professors on how to do</p>	Recommended the approval of this program.		

	<p><a href="#">R&amp;R Consideration Questionnaire</a></p>	<p>online instruction and blended instruction. These are existing classes within the LINC program that are packaged to create a certificate for serving this hugely growing need in the community for raining instructors how to do online and Virtual Education well.</p> <p>The question around resources that came up in the division is how we can find 1320 money for these classes? Is this something that's going to impact our budget? Since these are already existing classes, we can serve some of this need given our existing resources. There's no cost to the college other than offering classes. And we would have to work through the priority of the courses to make sure we can serve this the needs of the certificate.</p> <p>Question: Our goal is to make this a state-wide certificate? -- Yes.</p>			
4	<p>College Bookstore  <b>Deficit Update Context: Study Group's recommendation to hire a consultant to complete a deep financial review was approved in December.</b></p>	<p>Elias: It is turning out to be a rising deficit for the bookstore for the current 2019-20 fiscal year. We're currently projecting that to be approximately \$200,000, which is up from last year's deficit of \$152,229.</p> <p>Next year's deficit could be significantly larger, as sales of non-textbook items the bookstore would normally sell, 40% of which have been drastically or in some cases fully eliminated.</p> <p>The overall budget situation, the current Virtual Campus situation is definitely adding pressure to the bookstore next year. The deficits for the bookstore are basically covered annually by college general fund dollars.</p> <p>Even though there are some cost savings in a virtual environment. Normally the bookstore at this point might have eight students, three TEAs. Currently, the bookstore is operating with only four students and one TEA. But it doesn't eliminate the fact that we have a major problem with the bookstores budget.</p>	<p>The committee would like to move forward to gain information with the hybrid option.</p>		

Additionally, the other pressure to the bookstore is that there are issues with distributing physical textbooks. That should also be considered in terms of Fall textbook operation.

Also, Bret and I previously brought to the R&R Committee a study of the bookstore, and exploring different options for the bookstore to operate. Now there's a couple of things that have risen. First, really concerned the urgency of dealing with a bookstore situation. Is it really feasible or even advisable to continue with that study? Considering that study needs three physical visits to the store. It seemed the only feasible opportunity right now is the hybrid option. We'd like to get your thoughts on this hybrid option, where the bookstore would be converted to primarily online with a website to directly ship physical textbooks to students. Any comments or questions on this potentially hybrid model? We may have various presentations from like Barnes and Noble, or other vendors.

Related questions/comments:

- Kurt: lacking alternatives, we just need to move forward with something like this.
- Josh: seems like a very good idea, given the circumstances
- Sara: seems like it serves the purposes also of getting us through the next online quarters. It seems like it's a pretty good idea given the current circumstance.
- Will a hybrid option allow homeless students to access to books?
  - Elias: I would imagine we will make every effort to address those types of situations. Even though we will be primarily an online based store, we will still have a staffing support. Romy would still be part of the operation and I'm sure we could find alternative ways to provide instruction materials to the homeless students.

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|  |  | <ul style="list-style-type: none"><li>• How would it affect the number of staff in the bookstore? Or we may need to wait and see ....<ul style="list-style-type: none"><li>■ Elias: We need to wait and see on that. The current situation has already impacted student workers in the bookstore. Romy still needs some support. The bookstore only has two permanent positions, the bookstore director and the courseware coordinator position. Once we have more information, we can report back on the feasibility of an expedited possible hybrid model.</li></ul></li><li>• Bret: the operation would still be foothill college operation. So there's still some requirements, accounting wise, to track revenue and expenses. We would have to, see what level of support the district is going to provide, so there's a lot of things we have to work through for sure.</li><li>• Do we have a reasonably priced consultant to do this study?<ul style="list-style-type: none"><li>■ Kurt: I believe so.</li></ul></li><li>• Need to check our contract with College Bookstore Consulting and determine what our options are in terms of settling with them on expenses that they've incurred. Their expenses should be minimal, because none of the visits happened or any analysis had been conducted. But this is something that would be looked at as part of this consideration of going to a hybrid model.</li></ul> |  |  |  |
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<p>5</p>	<p>CARES-Act 50% Emergency Funds to Students Update</p> <p>Context: 50% (\$1.2 million) have been released to educational institution directed towards grants for students. Foothill has to certify those funds by an application type form which has to be submitted into the grants.gov system.</p>	<p>Bret: Regarding the CARES Act and the emergency grants to student, our funding is \$1.2 million. We certified for those funds. We actually dispersed some funds on Monday. We will be dispersing some more funds on this coming Monday. We sent out a communication to all of our students saying if you have emergency needs right now, please fill out the form. We had about 1261 responses for emergency grants. We gave about \$22,000 on Monday to 89 students. Also, we put in a certain process in place and add a unit requirement (Students had to take six units or more). We're going to be reviewing the criteria and report back at a future time. We will see if we can reach more students that qualify the criteria. We might make some tweaks to that criteria to make it open for more students that qualify. In about two weeks, we will have to report how we've dispersed funds. There's a 30-day requirement from when the funds became available.</p> <p>We also have the non-federal part. We call it the Foothill CARES initiative. So that is funding all the students that don't qualify under the CARES Act. It includes undocumented, non-resident, international, and all the students who didn't fill out FAFSA. There's a lot of students in that boat and we're also looking to award funds for those students as well.</p> <p>The other 1.2 million is intuitional portion, which have not been certified yet, but we've been accumulating a document to reflect what our expenses are. A lot of that expenses are technology related, some supplies for cleaning, headsets, webcams, etc. We're up to \$1.35 million. And we're only allocated 1.2 million at this point.</p> <p>Related questions/comments:</p> <ul style="list-style-type: none"> <li>• Is it possible for students to receive laptops other than chrome books? I'm thinking CS students in particular, chrome books won't work or may be difficult to make work.</li> </ul>			
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		<ul style="list-style-type: none"> <li>■ Bret: the chrome books meet a lot of students' needs. But not every student need. One thing we might have to look at, what type of equipment we can provide, or at least the funding for that, right now, we have about \$300 that we allocated for the equipment for students. That's about the cost of a Chromebook. But we might have to reconsider, depending upon the amount of resources we have. We are also trying to be consistent between the two groups of cares act, federal students that qualify, and those in the Foothill CARES Act side. Because we were limited on the federal piece, we were sticking with that \$300 limit that could help somebody buy a laptop, but we welcome suggestions.</li> <li>• Kathy: I thought CARES act funding had to be cash to students to buy their own equipment, not us buying the equipment</li> <li>• Laurie: Correct Kathy - we give them \$300 to purchase their own equipment</li> <li>• Melissa: I've been looking into purchasing devices that would work for these students, but vendors are largely out of stock. STill trying!</li> <li>• Bret: Students can use the money that they receive and purchase a laptop with up to \$750.</li> <li>• Julie: we can help craft a short, consistent message that can be shared.</li> </ul>		
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<p>6</p>	<p>Memo: Augmenting 2020-21 College 1320 Funds with College Carryover</p> <ul style="list-style-type: none"> <li>• <a href="#">April's Meeting Minutes</a></li> <li>• <a href="#">Drafted Memo Re: 1320</a></li> </ul>	<p>The committee has a draft memo ready to go but we wanted to go through it again and make sure we are sending the right message and requesting the right thing.</p> <p>Comments were made regarding the possible future reductions. Utilizing resources on one way could hurt us in another way.</p> <p>The college actually put in \$1.5 million for the 1320 budget for the current year.</p> <p>Next year we haven't received the final tentative estimate for 1320. We feel there's going to be a loss of revenue, compared to what we received for FY2019-20. Initially, cabinet talked about increasing whatever the district provides by \$1 million. So that that's been agreed to, we're using our college wide carryover, to fund that \$1 million.</p> <p>On any additional dollars, we would have to take those from other lines of carryover budget.</p> <p>Clarify: The memo is asking for a million more than what has already been agreed to by cabinet. Altogether two million.</p> <p>The challenge for the deans is that we can see the impact that this is going to have on our FTES and on our ability to offer classes at a time when the demand is astronomical.</p> <p>Comment was made about not feeling as confident about this extra \$1 million request. We only have a certain amount of money. So now we're thinking about taking another million dollars. I just worry about what other repercussions would be.</p> <p>All we're doing is sending a memo. It's up to the cabinet and the other shared governance groups as well to provide input on that and make a</p>	<p>The committee approves sending the memo to the President.</p>	<p>Do we want to revise the memo with the value statement about serving our community needs? – Good idea</p>	
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		<p>decision based on the information that's available. We feel that that's the right thing to do to be able to not cut our schedule to the degree that it's truly going to hurt in the fall. We're already cutting our summer schedule by 20%. We're already starting out the year with less FTES. When fall comes around, we're also going to have lower FTES, just how much lower.</p>			
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<p>7</p>	<p>Foothill College Budget 2020-21          Context: The college has asked for feedback regarding budget discussion process/whether we should hold positions in anticipation for the unknown this coming academic year.</p> <p>· <a href="#">President's Memo to Advisory Council</a>          · <a href="#">Attachment to President's Memo</a></p>	<p>Comments regarding budget discussion process/whether we should hold positions:</p> <ul style="list-style-type: none"> <li>• Certain decisions including hiring holds should be within the R&amp;R responsibility. We didn't know that this decision was being made until we heard it at the Advisory Council. Whatever criteria was used to make the decision, we felt like R&amp;R should have been and would like to be in the future involved in that discussion.</li> <li>• The problem was not the hiring holds; it was how the decision was made. And then communicated. And really just wanted some background information. Need to get into the details about why these particular positions were held and what the plan is, if we don't have these positions. Also need to decide where is the right place to make these decisions, and it did seem the Revenue and Resources Council should have some heads up about these decisions being made.</li> <li>• Could talk a little bit more about the Dean of the LRC and the AVPI position and what the plan is without those positions, especially given that we do have an interim AVPI right now.</li> <li>• The main point is budget and the flexibility aspect. Putting positions on hold is taking a chance to review the situation. It's a way to have flexibility. We have a budget situation that's extremely serious.</li> <li>• Kinesiology athletics position holds now. It made sense now. But is this really a temporary hold? Or long-term budgetary decisions? What kinds of planning are we doing? Who's invited to that?</li> <li>• Dean of LRC position, how long do we hold it? Are we saying we're going to hold it for now until we see the budget revision in August? And then depending on how it goes, maybe we would hire somebody then or are we saying we're going to hold it for the whole year? AVPI position, we have an interim in there, is there really a savings? I'm in favor of moving forward on the faculty positions.</li> </ul>	<p>Budget discussion process should start from R&amp;R, then we can make a recommendation, or at least give our feedback from R&amp;R perspective to the other councils and then Advisory Council can make the final recommendation to Thuy.</p>	<p>If you feel like there's something that's so urgent that it can't wait for the next R&amp;R meeting, we can schedule a meeting in a week.</p> <p>Tri-chairs will come up with some responses regarding what process recommendation we're going to make going forward.</p>	
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|  | <ul style="list-style-type: none"><li>• Kristy is in the process of working on a plan for how that work would get done. We will have a meeting next week with the stakeholders to discuss LRC position. Paul is leading that group. Kristy is leading the AVPI group.</li><li>• Need to think about going forward, what is the best of using R&amp;R to serve the campus in terms of giving input or giving overall directions during this ongoing budget crisis. Doreen made a comment on the administrators' meeting that in the last crisis, we only had two people that left the district without a job. We should minimize people going out the door! I'm in favor of filling those faculty positions, but could we live without them? Some of them for sure. Maybe those are the types of decisions we need to really think through.</li><li>• In terms of interim position, people in interim positions would stay in those positions. We are not hiring permanently until we have more information. The district's thinking of the hiring holds was just to hold. It doesn't mean that those are going to go away. I would agree AVPI position is very important. The people in those interim positions continue doing the work. So the work continues to happen. This will give the district and the colleges the flexibility to plan.</li></ul> |  |  |  |
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8	Campus Return Plan  Context: There are two groups that are discussing this item at Foothill including the Finance Division and Instruction.	<p>Identify the individuals that we want to be working on this. Bret is going to be the one leading this, possibly with Elias and others.</p> <p>Need to have a study group with different divisions &amp; involved in different constituents. Identify the criteria for coming back; start identifying the resources that we have in terms of large classrooms and what resources we're going to need in terms of supplies... It's a pretty big responsibility. Need to have some websites to post information.</p> <p>District is leading this. But we need to help each other. Business managers group is working on this. We also have an instructional group here.</p> <p>Kristy: has been working with the task force of faculty leadership in terms of scheduling. Also including facilities. We don't understand the airflow; can people be healthy with AC on even with the mask on. We look at the classroom size. Isaac is talking about how do we prioritize the program if we have a limit of numbers of programs to come back. Any directions you can give us would be great.</p> <p>We also need to hear from students and classified staff how everyone thinks of this. Study group can immediately react to it.</p> <p>In terms of deliveries such as supplies and PPEs, we need to see if we can get some deliveries to the bookstore.</p>	Need a study group with people from different divisions and different employee groups. 4-8 people.	Try to form a committee/study group to come up with a plan of returning to campus. <ul style="list-style-type: none"> <li>• Different employee groups.</li> <li>• 4-8 people.</li> <li>• Mike Teijeiro should be included.</li> </ul>	
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9	<p>FMP: Study Group</p> <p><b>Context: Foothill College need to develop a list of projects that are priority to provide to the district so the board can approve. R&amp;R recommends putting a study group together to figure out the priority of projects and recommend one to the Council.</b></p>	<p>FMP Study group will review and decide what our prioritized list is soon. We have to start moving forward. We should have another meeting.</p> <p>Hope FMP study group could still consider student/faculty/staff housing.</p> <p>Eric has 4 students who want to be involved to advocate for student housing.</p>	<p>Will have another meeting next week.</p>	<p>Asha will look at the schedule next week and send out the meeting invite to talk about bond priority list and the facility master plan.</p>	
10	<p>Technology Plan</p>	<p>No information provided. It seems that the district is not working on that at this point.</p>			

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

### MEMBERS PRESENT (strike out names not present)

#### Voting

Tri-Chairs: Kurt Hueg (Admin), Denise Perez (Classified), Eric

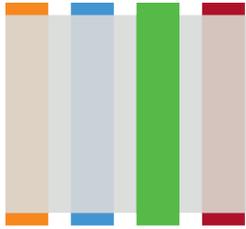
Reed (Faculty) Administrators:

Classified Staff: Julie Ceballos, Josh

Pelletier Faculty: Kathy Perino (FT),

Sara Coopers (FT)

Students:



 Foothill College

## GOVERNANCE | REVENUE & RESOURCES

### Non-Voting

Ex-Officio: Thuy Nguyen, Elias Regalado, Bret Watson, Melissa Cervantes, Simon Pennington, Kristy Lisle, Teresa Ong

Recorder: Danmin Deng

Facilitator: Asha Jossis

### Guests

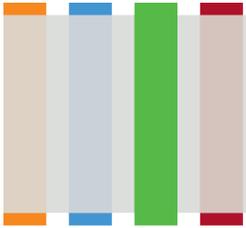
Gay Krause, Adiel Velasquez, Alejandro Favela, Craig Gawlick, Jayonay's iPhone(?), Kathryn Maurer, Katie Ha, Laurie Scolari, Leonardo Blas,

Sarah Williams, Mary Sunseri

### **Foothill College Mission Statement**

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

2019-2020 Strategic Objectives (E2SG) Equity, Enrollment, Service Leadership, and Governance.



 Foothill College

# GOVERNANCE | REVENUE & RESOURCES