Governance Retreat 2017

September 14, 2017, Sunnyvale, CA

Thuy welcomed everyone to this year’s retreat and introduced Kristy Lisle as the new Vice President of Instruction and Institutional Research at Foothill College. Thereafter, Kristy facilitated an icebreaker in the form of team-building activities using the ‘human’ rock, paper, and scissor game. Participants were divided into four groups (A, B, C, & D) and given ten minutes on how to come up with those formations and use every person in their group to demonstrate a rock, paper, or scissor. Two teams were a tie at the end of the game and shared the winning spot.

At the end of this activity, Thuy reminded the group that according to the Washington monthly ranking update Foothill College ranks #3 in the country. She encouraged the leaders of the college present there to come together before the college starts, and consider the rock, paper, scissor activity as a way to reflect on last year, and the new direction and road map for the college. She added this is what the governance summit is about, coming together to evaluate what we did last year and set forth the strategic objective for this year. Thuy shared that her vision for Governance retreat:

* Held annually
* Preferably a week before school starts
* Help redesign FH governance structure
* The governance committees would do the preliminary meeting (for orientation of new members, look at calendar for the year, look methodically what we do for the entire year, report out what we plan to do, communicate among committees) to set the tone and tenor of the governance committees.

Thuy outlined key outcomes for today’s retreat:

1. Preliminary feedback around $700,000 feedback
2. Recommendations/feedback for the strategic objectives for this year.
3. Green light on leadership council process idea for QFE (to redesign the college’s governance structure).

The college’s leadership teams reported on SHEA objectives for last year:

**S – Sunnyvale and Enrollment** - Kristy presented PowerPoint slides to showcase the highlights of the 2016-2017 strategic objectives.

* Sunnyvale and Hispanic student enrollment up 1.5%
* FH became officially a halfway Hispanic serving college
* Overall enrollment did decline by 426 FTES and a loss of $2 million.

As the next activity, Kristy asked everyone to get back into their groups (rock, scissor, paper game) and use the white boards to have a discussion on what we did well in each area last year to get us to this point. Below are some of the reflections from the groups:

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| Dual Enrollment | 2nd Spring | Learning Communities |
| SOAR | Non-credit sections | New ADTs |
| Online support | Web redesign | Ratemyprofessor.com |
| Financial aid adverts | Reputation (ranking, transfer, degrees) | Family Engagement Institute |
| Instructional materials (lottery) | Dreamers & UndocuAlly | Student Equity |
| Food on campus | Apprenticeship | ESL target |

Next, Kristy asked everyone to think about things we want to do in the future. Below are some of the group reflections:

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| Community activities (e.g. yoga) | Bus services between campuses | Partnerships with local businesses |
| Continuing education for professionals | Classes in a complete pathway | More hybrid classes |
| More student services | 2 cohorts for Paramedic program | Increased offerings |
| Counseling | Additional parking | Need theme and dedicated programs for Sunnyvale  |
| Child development and GIST program | More foreign languages | Branding |

Kristy thanked everyone for doing this activity. She asked members to share thoughts about productive and consider new opportunities for ideas, noting that ten brains are better than one. She encouraged everyone to consider how do we go forward as an entity and suggested that one way is to remove the fear of not knowing, to be honest about our data, to try to figure out as we go along, and use our intuition to make good decisions while being agile and flexible to shift our culture within our leadership roles.

**H – Hispanic Serving Institute** – Elaine discussed the following highlights:

* Latino students 25% to PaRC.
* We achieved our course success rates.
* Fall 2015-Fall 2016 we moved up from 72% to 75% in online success rate, but our face-to-face success rate is less.

In terms of equity lens, Elaine noted that the college identified student populations that had disproportionate impact: African Americans, Latinos, and low-income students for whom the gaps still exist.

Thuy noted that we’re taking about a doable number of 250 students (100 African Amercians & 150 Latinos) who would get the help needed to close the achievement gap at FH. Judy Baker asked what online classes are these students taking? Elaine did not know the exact numbers but the information is available online. Elaine noted that part of this retreat is to consider making the process meaningful for students so think about what this really means for students in disproportionately impacted student groups. Elaine asked the four groups (rock, scissor, and paper game) to think about one student story and gave each group a topic related to a larger college issue (enrollment and retention for online) to think about some issues related to each of these topics and what might be a story for them. She asked the groups to create a persona and come up with a student profile and their experiences). The four groups discussed their persona story and shared with everyone.

Thuy reminded everyone that if we were able to close the gap on online equity, we need to be equity minded and online minded and that’s one of the takeaways from today. Thuy also introduced three FH students attending the leadership summit and each one of them provided a brief introduction about themselves.

**A - Accreditation** – Andrew provided an overview of the Institutional Self Evaluation Report (ISER) and talked about the accomplishments of the self study teams and leaders:

* The whole process started in Spring 2016 and a lot of work was done.
* An accreditation summit was held last winter (November 2017), which led to the QFE topics: Participatory governance and educational pathways.

Andrew informed the group that a copy of QFE is included in the binder for this retreat along with brief information on the accreditation site team, key dates, open forums schedule, and interview on Thursday, October 12, 2017. In terms of SHEA goals, Andrew noted that we’re successful as we got the work done and we are in good shape for the site visit. Andrew thanked Paul Starer for his leadership and support on the accreditation work. Paul noted his take away from this process - the site visit team are serious people with a serious purpose. He noted that oftentimes accreditation is described as a ‘gotcha’ experience but he did not find that to be the case. He added that the site visit team wants us to succeed in the process and we want to be in a position where we can take the recommendations and proceed with our work. Andrew along with Denise Swett facilitated a question game related to FH’s accreditation on website: [www.kahoot.com.it](http://www.kahoot.com.it)

**SHEA Objectives Updated 2017-2018**

Thuy noted that the [SHEA objectives](https://foothill.edu/president/pdf/strategic-objectives-2017-18.pdf) have been updated, bringing accreditation and equity together. She added we need to understand the budget operations around all of the other processes and you’ve heard from the Chancellor, Judy Miner, about budget reductions solely due to low enrollment.

Raquel Puentes-Griffith presented a PowerPoint “[*2017-18 District Budget and Fiscal Update*](https://foothill.edu/president/parc/index.php)” to help understand how enrollment affects the college:

* Resident FTES historical trends
* Mid year trends, steep declines, decline in 4.3%, 2yr financial results impact of FTES decline
* Ongoing and one-time revenues for 2015-16 and how the FHDA stability fund decreased.

Below are some of the questions that were asked during this presentation:

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| **Question** | **Answer** |
| Does the district treat categorical funds such as equity, 3SP as one time or ongoing? | The state says they are ongoing. |
| Funding didn’t increase by the state in balancing the budget? | The state was paying off debts. We’re looking at possible scenario if the decline is 1% drop in enrollment, about 4 million dollars will be lost for the district and they’re in general funds. Productivity –defined by FTES generated from courses offered, productivity was low (509) for 2017-18, Variables impacting revenue and expense slide, 2017-18 major revenue assumptions slide, projections “Flat FTES” scenario and planned reductions slide – structural deficit of 10.3 million. |
| Is the increase in projections is based on the 1% on COLA? | Yes. |
| how low could the stability fund go? | Stability fund is considered a savings fund to offset the stability fund, each college plans on how to spend their dollars, the board could choose to use those funds. |
| Do we forecast any money coming form the state like Pathways? | About a million dollars over five years. |
| What if we were to get grants? | Grants could create enrollment and fund enrollment. |
| How do these drop compare to the previous times when we were in this situation (2010-11)? | That was based on state’s budget crisis, this one is based on demographics, it is much different. |
| Is the stability fund for the district and does it carry forward to the colleges? | If there’s a surplus at the college level they get to keep that surplus. |
| How do we use the carryover funds? | It is a district strategy to use the stability funds, they’re for our needs and expenditures, like the OPC, we have funding requests we get from departments and divisions. |
| I want to know how we’re comparing to the other Bay Area colleges in hiring? | In terms of enrollment we look at Bay 10, there’s only four districts that are growing – San Jose, Basic Aid districts (property taxes and have additional ongoing taxes) even though their FTES model is going down, they get unrestricted money. |
| What’s the snapchat of DeAnza’s numbers? | DeAnza is -5% down as of today, is of concern |

Raquel concluded that this retreat is an opportunity to consider – the 2017-18 projected 1474 FTES or 6.0 million in cuts. If the enrollment decline continues, 2019-20 is a big year for us to restore because it results in a new base. Hence, the next three years are critical for our fiscal outlook and risk factors.

Bret discussed the structural budget deficit and noted the following:

* Observe enrollment on a quarterly basis
* Looking at budget reduction of 2 million for 2017-18
* Next year 3 million in cuts if enrollment continues to decline
* 5 million the following year
* FH’s portion of reduction is $700,000 for this year, and $1,050,00 for next year and so on.
* This year no planned reduction in positions, use carryover/float, cost savings (e.g. software contracts).
* Next year there must be permanent “on-going” reductions
* FH breakdown by division and funds: Student Services have a 50% of the total funds and Instruction has 30%.

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| **Question** | **Answer** |
| How are the percentages derived? | We looked at percentages of A & B budget. |
| I would question using percentages because while it’s easy to show Instruction leads to enrollment it’s harder to show student services lead to enrollment, so a reduction in funds for Student Services doesn’t add up. | This is a formula we currently use but we have a structural deficit and need to come up with a reduction number over next year of 1.7 million. |
| Do you have the number of what current goes to Student Services and Instruction? | Student Services gets 30% and Instruction of 50%, so we flopped these numbers to begin to look at the reductions. |
| Since grants are considered as ongoing, how does it play out when our positions are funded by 3SP? | The categorical program funding is outside of this funding formula. |
| If Student Services is 50% and we have 25% authority by 3SP, how do we know if that fund will not be funneled to other areas? | We have to supplant funds in the allowable amount and we have to be creative and follow the rules as well. |
| Would you like us to start thinking of 5% and 10% savings now with the B budget reductions in mind, will we have to hire? | We have to look at enrollment, and discretionary budget is key. De Anza has a healthy budget but they’re struggling, we have to persevere. |
| Most of the funding is based on domestic students how we’re doing international students? | We have 220 international students arrive this term, they’re not all registered but are meeting with counselors and we are working with deans to open classes; we’re still accepting international students in some of the language areas, still might get few more students and we’re flat since last year but we were down last year. |
| International students have issue with housing, not standardized process, not feel included in the Bay Area, horror story of sleeping in the garage, such a discrepancy and no standardizing the services, international students take part in student leadership. | We must keep that in mind. We need to maintain match requirements for categorical funds (SSSP is 1:1, BFAP, EOPS, DS&P) |

Thuy noted that at the Chancellor’s cabinet meeting two weeks ago this was discussed and how to go about it. She added that we looked at the A & B budget and instruction was 50% and Student Services was 30% so we made a calculated decision of making the switch of funds: 50% to Student Services and 30% to Instruction to allow the areas to have a conversation of how this works out but it is no way that this will be that only way.

Bret suggested creating more courses where there’s demand, prioritizing positions and services, more outreach, be mindful to be sustainable. We have to stay true to our mission, and things to consider: preserve revenue generating programs, Instructional programs/sections analysis (WSCH/Productivity), International Student Program, DRC-DSP&S (non-credit, ISA’s Performing Arts Alliance, YearUp, JTPA, etc. (compliance). Bret concluded that at the end of this year we’ll have a plan on how to reduce the budget by 700,00 by July 1, 2018 and we’ll have town halls and encouraged everyone to attend and be vocal to help us make good decisions.

Thuy introduced the 2017-2018 Strategic Objectives proposal: E2SG – Equity and Enrollment (E@) Service Leadership (S) Governance (G). She asked for everyone’s feedback on the following:

* 700K cut being one time
* 1,050K – Nov 7 have a town hall
* Nov –PaRC and President’s Cabinet
* May do another town hall.

Majority of the people agreed on the 700K cut one time. Majority of the people agreed to 1,050K – Nov 7 have a town hall.

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| Question – We’ve had town halls in the past and everyone comes together and then later they don’t get any feedback. Thuy – I believe in real consultation, purposeful, people need to be informed, I hope to have a very facilitated conversations that are engaged, infuse conversations based on those comments and I’m using both Classified and Academic senates to do the town halls. |
| Question – When are you doing the town halls and timing of when feedback and budget cuts will be made? Thuy – The town hall is on Nov 7 and it will go to President’s cabinet next, it will then take 2-5 PaRC meetings regarding this. Thuy added that the deeper conversation is in the $1,0500 cuts, which will impact positions. She added the budget is a function of enrollment, our strategic objective involves enrollment; people have said equity will argument with the enrollment issue, but she wants everyone to know that as we embark on this that we’ll always do enrollment with an equity-minded growth, combining the two equity and enrollment; we need that kind of thinking that enhances each other.  |

Thuy noted this year’s SHEA goals look different because we’re getting feedback from people. She talked about second spring, all areas came together to do second spring, dual enrollment increased by 60%; STEM center – equity gap has closed for students who use them. Thuy discussed Summer Program highlights – accounting program enrollment, how did this happen, it was preparation, FH was the only one available during the summer to provide this Ethics class so an announcement was made that FH provides this class online and we were able to do this because everyone was Canvas trained.

Next Nazy Goleyan, Dean of Enrollment, provided a presentation on outreach to new populations: homeschool students, ESL (credit & non-credit, Dual enrollment students (early College Promise & private schools), Apprenticeship students, Older students 9non-credit), Community members for Physical Education & Fine Arts.

Kristy provided an overview of [Review & Adjust Class Schedule](https://foothill.edu/president/parc/index.php), the marketing’s role, Judy’ Baker’s role in helping faculty use Canvas.

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| Denise reported that new student orientation numbers are 438 this year as compared to 200 last year.  |

**Quality Focus Essay topic: Governance**

 Andrew reminder everyone the following QFE points:

* It is part of Foothill’s Institutional Self Evaluation Report.
* The topics are based on discussions at the Leadership Summit last year.
* We’re pledging to address the two action items (Governance and Educational Pathways) over the next four years.
* We will report out to the ACCJC in our mid-term report.
* The QFE is an outline of the rough plan for this year and the next.

Andrew Showed the current governance chart and noted the whole idea is that Governance underpins our success for students, coming up with new ideas that will positively impact our students and the college.

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| Question – Does Integrated Planning & Budget (IP&B) committee have a student on it? Andrew – We have a seat for a student but we don’t currently have student representation on it.  |

Thuy discussed the Education code 70902 and noted the key buzzwords on it: reasonable considerable, right to participate effectively. Thuy added it is important we go above and beyond that to build engagement for the direction of the college which requires a structure that makes it more right for this engagement and being thoughtful of how we facilitate information and keep all those things in mind.

**Vote:** Thuy asked everyone if [E2SG](https://foothill.edu/president/pdf/strategic-objectives-2017-18.pdf) will be our goals for this year? Everyone agreed.

**Service Leadership**

Thuy provided a brief history about Service Leadership goal and how she got vote from all the different constituent groups (management team and consultation group) and they voted in favor of it.

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| Question – Do we have any dedicated resources in launching service leadership? Thuy – Yes but not enough. Last year we let people see how it grows organically and this year our focus is on activities. Thuy added the next year we want to be methodical and she has some seed money for service leadership, and will be doing fundraiser, Joe Biden is doing this next month, Richard Henning who is the founder and runs the Celebrity forum at FH is doing a Gala next year for 200k next year. Thuy noted we would know the year after what money we have for this.  |

The next activity involved asking everyone to join their group (rock, scissor, and paper game) to answer the following two questions:

**What would be the attributes you would like to see in governance?**

**What would be some different possibilities for organizing our governance processes?**

The teams broke out into different room and came back to report the following:

Report by Andrew’s team - Communication, participation is meaningful, efficient use of time, safe to speak, inclusive, goal/purpose (agendas and standards), how we identify as a committee (ad hoc/standing), follow up on decisions made, transparency, real vote or already been decided (FYI), ownership of decisions, understanding the role of the committees, broad membership, how to organize, central location of committee meetings, agenda, minutes (website).

Student’s team – We want more student voice on committees, meeting people halfway, proper training for student voices, training the faculty, understanding any generation gaps, Simon’s noted a semantic – in US we make a decision but in the UK we take a decision.

Isaac’s team – Efficient time usage, being clear of the charge (very little overlap), sharing agenda ahead of time and what the minutes should reflect (area for professional dev), individual responsibility, using your time efficiently (BSS using Canvas to set up agenda and discussion ahead of time).

Nanette’s team – Well-organized and outcomes based, published agenda, governance website, student voice, concrete meeting times and coordination with other groups, broader participation (not the same people on the committees), consider attendance as part of the job, parity and recognition for participation, think beyond compliance, strategic versus operational, how to organize how to operationalize if we change radically, communication, how might we facilitate this around extraordinary change versus small change: training the people running meetings, part of this is to ensure whoever is on these committees understands people understand why we’re doing this, harkens back to the Education Master Plan (impressed by huge participation, struck by community involved), honoring the EMP is a way to think of a radical change, exactly how you would restructure, the philosophy is to honor the EMP, silos of committees.

Paul’s team – engagement, articulate a philosophy of governance (organization and structure), could committees be re-integrated, not all committees are created equal, how could have governance function more efficiently, how much can be done without meeting, importance of knowing brown act committee, undue burden on supervisors who allow their employees to join committees versus those who don’t, support motions of the PaRC, we should be engaged in governance not because money is a part of it.

Thereafter, Thuy asked everyone to put color stickers to share their temperature gauge of how radical they want the governance redesign to be and noted that it be used at the President’s leadership cabinet based on the following:

1. Have 25-29 committees

2. Tweak a little bit

3. Mirror

4. Student Success

5. Education Master Plan (PaRC) - Radical

6. Plan (current initiatives).

7. Mission (based on our mission, there are 4 missions, so four committees).

**Plan for the Future**

Thuy noted we need Leadership Council that will go into effect next year and include membership from: Classified senate (2) academic senate (2), and students (2). This temperature gauge will help them understand where we all are. Thuy added that Andrew will help Thuy organize this charge.

**Vote:** Thuy asked for a vote on the Leadership Council idea. Everyone agreed.

**Vote:** Thuy asked for a vote on all of those in favor of the leadership council doing this work. Everyone agreed.

Thuy noted that we achieved three major goals for today’s Governance Retreat:

* Budget reduction 700K (preliminary list read feedback)
* E2SG – strategic objectives
* Leadership Council for Governance redesign

**Reflections:**

Student 1– Today more than ever that change is possible, I know staff and faculty are on the road to change, its empowering, excited about everything we’ll accomplish as a team.

Student 2- Balance of leading with intention, I saw a dedication to that, proud and honor to be amongst you all, helping me answer that as I develop my leadership style, view the role of student leaders to inspire to “give a damn.”

Student 3 – Learned about funding sources, I want to contribute to PaRC now.

Christine – Good feedback from everyone.

Paul – It’s a long needed discussion, good blend of fun and seriousness, good ice- breaker.

Anthony – Classified staff want to be more involved, learned a lot today, look forward to what happens next.

Isaac – Love the energy here today, thank you everyone, everyone had a chance to talk, awesome energy.