



**FOOTHILL-DE ANZA
Community College District
Office of the Chancellor**

**CHANCELLOR'S ADVISORY COUNCIL
Meeting Summary
October 14, 2016**

Present: Judy Miner, Robert Covington, Christina Espinosa-Pieb (for Brian Murphy), Karen Hunter, Patrick Morriss (for Carolyn Holcroft), Thuy Nguyen, Dorene Novotny, Ramiel Petros, Frank Rocha, Karen Smith (for Erin Ortiz), David Ulate, Lindsay West

I. Welcome

Chancellor Miner welcomed council members and self-introductions were given.

II. Approval of April 15 and May 13, 2016, Meeting Summaries

The June 10, July 22, and August 5, 2016, Chancellor's Advisory Council (CAC) meeting summaries were approved by consensus.

III. Review of Charge, Purpose and Ground Rules

The council's charge, purpose, and ground rules were reviewed and reaffirmed with a correction to reflect the changes to the district mission statement approved by the Board of Trustees on July 11, 2016.

IV. Review of 2015-16 Accomplishments/Goals for 2016-17

Councilmembers reviewed 2015-16 accomplishments. Judy spoke of the adoption of the new district mission statement as a highlight, noting that there was a robust discussion of the recommended changes by both the Board of Trustees and constituent groups. She stated that she is proud of the statement's emphasis on equity.

With regard to the draft 2016-17 goals, Judy explained that she would like to start sharing information regarding programs and initiatives ("program highlights") during Chancellor's Advisory Council. She spoke of the classified senates' Service Excellence initiative as a great example of collaboration and asked Karen Hunter to work with Erin and Lindsay to find a meeting date that would work well for a brief presentation.

Judy commented that the calendar of routine recurring items is intended to help council members be proactive in speaking with their constituents about matters under consideration by the CAC. She cited District Opening Day as an example of something she hopes everyone will keep in mind throughout the year since she would like to receive more submissions from the colleges about best practices and proud moments to include in her remarks.

Karen Smith suggested that Judy pass along the workshop proposals received for District Opening Day to the college professional development committees. She explained that the workshops were popular and employees regretted having to choose only one to attend.

Judy asked council members to poll their constituencies about the format of opening day to determine if there might be a way to organize the agenda that would work better for everyone. She indicated that she would also like to receive suggestions regarding speakers.

V. Review of calendar for 2016-17

Council members approved the meeting calendar for 2016-17. Judy advised that Pat Hyland is organizing a spring convocation that is tentatively scheduled April 28, but it would not conflict with the Chancellor's Advisory Council meeting since it would end by about 2:00 p.m.

VI. Accreditation

- Functional map

David explained that the Accreditation Commission for Community and Junior Colleges (ACCJC) asks multi-college districts to create a functional map that delineates district and college responsibility for each of the accreditation standards. He advised that the district accreditation team prepared a preliminary map of each of the standards and then incorporated feedback received from the colleges.

In response to questions from Ramiel and Patrick, David clarified that a shared responsibility indicates a standard that the district and the colleges cannot meet alone. When both the colleges and district have primary responsibility, it reflects that each entity has an independent responsibility to meet the standard.

Council members were asked to send any feedback regarding the functional map to Paula Norsell.

- Infographics

The council discussed the governance and resource allocation infographics. David reported that the planning cycle infographic was not included with the meeting materials but would be sent to the council after the meeting.

With regard to the governance infographic, Judy explained that the Academic and Professional Matters Committee and Audit and Finance Committee are not considered participatory governance groups but are included on the infographic because of the role they play in the decision-making process.

David advised that the resource allocation infographic is meant to capture the general overall process used to allocate state apportionment funds but has not been designed to illustrate the separate processes used for allocating grants and other special funds. He added that narrative would be added that defines the limitations of the document and noted that it should be apparent from the graphic that the district uses a college-centric allocation model with most of the money decisions made at the colleges.

Judy asked that council members consider whether it is a true representation of the allocation process, if it is how resources have been allocated in their areas, and if they would know how to influence the process. Karen Smith commented that the resource allocation process is not well understood by many classified employees. Judy concurred that communication is always a challenge and employees may not be exposed to the resource allocation process unless they are involved in college governance or program review.

In response to Patrick's suggestion that program review be added to the college circles and Ramiel's comment that the chart would probably not help a student to know where to go to influence the process, Judy explained that the infographic is a district-level view of the allocation process and that the colleges' accreditation reports would drill down to define each college's allocation procedures. They indicated that a college-level infographic might eventually be developed, but the Foothill College Governance Handbook may address the details well enough that an infographic is not needed.

Judy asked that council members share the infographics with their constituencies with a reminder that they represent district-level processes. Feedback should be sent to Paula Norsell for inclusion on the next meeting agenda. She suggested that the following questions be used as prompts for the resource allocation infographic:

- 1) Do you believe the process depicted is true?
- 2) Do you believe people know that this is how to influence resource allocation?

- Governance survey

David asked that completed surveys be returned to him. He explained that the survey is a new addition to the accreditation process and that all governance groups would be asked to participate.

VII. District Strategic Plan Update

David distributed a draft of the strategic plan structure and reported that the streamlined design was developed over the summer with input from the Strategic Plan Workgroup. David advised that the district priorities were developed based on the colleges' Educational Master Plan goals and that each of the district strategies will have associated metrics to allow measurement of progress. Judy asked council members to share the draft structure with their constituent groups and report any feedback received.

VIII. Board Policies and Administrative Procedures

- BP 3510 Workplace Violence (formerly BP 4515) – Revised (Fourth Reading)
- AP 3510 Workplace Violence – New (Fourth Reading)

Judy advised that discussion of the workplace violence policy and procedure would be postponed until the December 2 meeting when a representative from the Faculty Association can be present.

- AP 2410 Policy and Administrative Procedure – Revised (Third Reading)

Patrick shared concerns that because the academic senate is not represented on the approval line for policies and procedures involving academic and professional matters, the flowchart marginalizes the senates' role. The council discussed several alternatives and agreed to send the procedure back to the Academic and Professional Matters Committee for further review. Ramiel commented that it is not clear from the flowchart how students would participate in policy development, and Judy responded that students have a chance to provide input through their representatives at Foothill's Planning and Resource Council, De Anza's College Council, and the Chancellor's Advisory Council.

IX. League for Innovation Reaffirmation Report

Judy urged everyone to read the self-study prepared in connection with the district's reaffirmation as a board member of the League for Innovation in the Community College, which is available on

the district website. She commended Becky Bartindale and Paula Norsell for their work on the report.

X. Other Information and Updates

- Hiring procedure changes

Dorene distributed information about hiring committee equity and equal opportunity training that will soon be required for anyone who wants to serve on a hiring committee. She advised that Part 1 is a three-hour comprehensive equity, diversity, and inclusion training, and Part 2 is a one-hour refresher that would be provided to search committees. Tentative dates for training are November 4 and 14. Dorene also noted that Human Resources will be taking over responsibility for assigning equal employment opportunity representatives on hiring committees.

In response to questions from Ramiel about the need for students to be trained if they are asked to participate in the hiring process, Dorene indicated that if students are involved in the process, they would be welcome at the training. She offered to speak further with interim Director of Equity and Employee Relations Pat Hyland about any unaddressed needs.

Dorene characterized the training as a way to put the district's principals and commitments into action. Karen Smith suggested that an email message from Dorene recommending that employees be given time away from duties to attend the training would help to alleviate concerns of both managers and employees. She also suggested that Human Resources work with the college professional development committees to offer the training throughout the year. Judy added that it might be possible to use division or department meetings for training time as well. Thuy noted that many classified staff members recently participated in a professional development day focused on implicit bias and questioned whether that training might be used for credit toward the new requirement.

Thuy commented that Foothill's academic and classified senates are considering adoption of resolutions whereby only those who have been trained will be considered for appointments to hiring committees. Patrick commended the training as a concrete action that directly supports the college and district's stated values.

The meeting adjourned at 4:15 p.m.