GROSSMONT COLLEGE

GROSSMONT COLLEGE
Budget Committee
Thursday, October 10, 2019
3:00 p.m. – 4:30 p.m.
College Conference Room
MINUTES

Purpose The Budget Committee encourages transparency and constituency understanding of the budget, works to ensure that the budget allocation process is driven by college-wide planning and strategic priorities, and provides recommendations to the College Council on issues related to budget development and management.

In addition, the Budget Committee provides ongoing oversight in relation to budget changes and information at the State and District levels.

CO-CHAIRS	ASSOCIATED STUDENTS OF GROSSMONT COLLEGE	ADVISORY
☐ Bill McGreevy	☒ Benjamin Blevins	☒ Mike Reese
☒ Judd Curran, Faculty Co-Chair	☒ Kaelin Mastronardi	☐ Marsha Gable
	☒ Nhi Nguyen	

ACADEMIC SENATE	CLASSIFIED SENATE	ADMINISTRATORS' ASSOCIATION
☒ Gary Johnson	☒ Bryan Lam	☐ Wayne Branker
☒ Richard Schaper	☒ Michele Martens	☒ Michael Copenhaver
	☒ Carol Rapolla	☒ Genie Montoya

RECORDER	GUESTS
☒ ~~Patty Sparks~~ Graylin Clavell	

ROUTINE BUSINESS	
1. Public Comment	No public comment was made.
2. Welcome and Introductions	The committee meeting started at 3:07pm with introductions.
3. Additions/Deletions to Agenda	Benjamin Blevins would like to add a meeting that he had with Governor Newsome to today's agenda (#11).
4. Approve Meeting Notes & Follow-up	All in favor of approving the minutes from the last meeting.

BUDGET 101	
5. Adoption Budget	**Review 2019-20 Adoption Budget (Judd Curran):** Judd Curran discussed with the committee the adoption budget and the goal to dive into more detail section by section of the adoption budget to be better informed of it. It was noted that the Adoption Budget is available to committee members through the governance website and the canvas container.

6. FTES/FTEF/WSCH calculations	**Relationship to Budget (Mike Reese):** Mike Reese discussed the IEPI PowerPoint regarding FTES (Full-Time Equivalent Students, 525 contact hours per semester), FTEF (Full-Time Equivalent Faculty, 15 units per week), and WSCH (Weekly Student Contact Hours, hours attended each week). Mike described what these are and what they mean, including how the state funds schools based on the number of FTES. FTES is the revenue and FTEF is the expense, and WSCH is the workload. The sources of authority are the California Legislature (Education Code) and Board of Governors of the California Community Colleges (Title 5 of the California Code of Regulations). Judd added that when, for example, a block schedule is proposed, the college needs to keep in mind how the clock hour and calculation of the maximum FTES contact hours can be utilized. When designing a schedule of courses with regular meeting times, the College can actually benefit by considering how a class hour is calculated and using that knowledge to maximize apportionment for the schedule. While semester-to-semester we might not need to calculate the contact hour for a given class, when we decide as a college or district to make sweeping changes through the implementation of a block schedule, or by compressing the calendar, the consideration for how the class schedule is modified with an eye for maximizing the apportionment based on class hour calculations becomes a timely and important topic of discussion. **Census Week** is the week nearest to 20% of the number of weeks in the primary term. If the Monday is a holiday, the census date is the following day. **Term Length Multiplier:** Number of weeks in primary term with at least three days of instruction and/or examination. The term length multiplier for each college is set by the CCC Chancellor's Office based on the college's academic calendar. **FTES Calculation (WSCH):** Multiply Census Week WSCH by the Term Length Multiplier and divide by 525. **FTES = (CWSCH x TLM)/525** **Daily Student Contact Hour (DSCH):** Course meets 5 or more days; Meets the same number of hours on each scheduled day, including any TBA hours; Not necessarily coterminous with primary term; no hours counted for holidays Grossmont utilizes DSCH for the summer semester. **FTES = (CDSCH x CLM)/525** **Course Length Multiplier (CLM):** Number of days the course is scheduled to meet. **Positive Attendance (PA):** Based on actual count of enrolled students present at each class meeting; Courses meeting fewer than five days; All noncredit courses; Courses irregularly scheduled with respect to the number of days per week or the number of hours on scheduled days; **FTES = PAH/525** Reporting Periods: First Period: July 1-December 31 Second Period: January 1-April 15 Third Period: April 16-June 30 Reports due on January 15th, April 20th, and July 15th. **Efficiency and Productivity** is the next section of the PowerPoint but due to time restrictions it was not covered. One point Mike did want to illustrate is that the objective regarding the Efficiency and Productivity section is "Creating a culture of quality with efficiency promotes sustainable financial health."
6. FTES/FTEF/WSCH calculations	

NEW BUSINESS	
7. Quarterly Update	**Review quarterly update for the first quarter FY20 (Carol Rapolla):** Judd Curran and Carol Rapolla went over the Budget Update form that is an overview of the 1st Quarter (July 1st – September 30, 2019). The form goes over the "Year to Date Expenses", "Current Year", as well as reviewing information of the same time period of last year. By doing this it gives an overview of how the college is doing this year compared to the previous year. Grossmont has spent roughly $500k more this year as opposed to last year, and our total budget is just over $4 million less than what was available from last year. The quarterly budget update does not give information on money budgeted toward construction going on around campus as those are not General Fund dollars. Rather, those funds are generated from bonds and, as such, must be used for particular purposes. This year 90% of expenditures are staff salaries and benefits and the remaining 10% are all other expenses.
8. Budget Glossary	**Review glossary of budget terms (Judd Curran):** This is a first attempt at creating a glossary of terms that the committee might encounter. If there are questions or suggested additions to the glossary, please contact Judd Curran or Bill McGreevy. The glossary will be added to the Canvas container as well.
9. Budget Committee Website	**Discuss "Resource" section on Budget Committee website (Judd Curran):** Judd spoke on how this committee would like to be a resource for the campus. The idea is to make specific documents and resources available to the entire campus by creating a link on the Budget Committee home page which would house key and specific resources. Michael Copenhaver wanted to inform the committee to keep in mind duplicating the work for Patty Sparks by uploading and organizing the same documents on both the minutes page and then on the suggested resource page. The committee was all in favor of creating this.
10. Accreditation Visit	The committee discussed briefly the accreditation site visit interview with the Budget Committee and some of the questions that were asked. I shared that the conversation focused on the progress that the BC had made in the Spring in launching the committee, developing norms, and the focus of getting committee members up to speed on all things budget.
11. Meeting w/Governor Newsome (Benjamin Blevins)	Benjamin Blevins discussed his recent visit to the State Capitol and his meeting with Governor Gavin Newsome. With concern to the new funding formula that has been implemented, Benjamin proposed to Governor Newsome that it be replaced with minimum funding for K-14 schools. Mike Reese suggested that funding be increased overall, but that would impact other departments such as fire and police departments, as well as road improvement abilities. Judd mentioned the current efforts to revise Prop 13 which would then treat all California property tax the same. Currently, it reduces property tax rates on homes and is frozen at the assessed tax value level of when Prop 13 was initiated. The reform of Prop 13, if passed, would increase K-14 funding by roughly $11 billion.

DISCUSSION ON PREVIOUS AGENDA ITEMS	
12. Status of Canvas Container	Judd gave a brief update and preview of the new Budget Committee Canvas container. Judd showed the committee how to access it and noted a couple highlights. The container has links to information such as committee member information, meeting agendas and minutes, meeting schedules, resources, and other information. There is also a "Discussion" section for continued conversations from previous meetings and/or feedback on specific information and resources. Bryan Lam suggested adding a "Budget 101" button.

FOR CONSENSUS
13.
14.

FOLLOW-UP		
Who	**Item**	**Timeline**

15. **WORK AHEAD**
- **Announcements**
- **Preparations for future meetings –**
- **November Meeting AUP Catherine Webb**

The Budget Committee meeting ended at 4:32pm.

NEXT MEETING: November 14, 3 – 4:30 p.m., College Conference Room

Committees are to establish norms

In order to create valued outcomes, a commitment to participation, dialogue, and the pursuit of value in the form of useful output by all is necessary. It is acknowledged that there are power dynamics in a room. Work must be done to create the equitable and inclusive environment sought for effective and active participation. To do so, council/committee members will establish behavioral norms that include the following meeting rules of engagement, make use of meeting tools, and respect the roles of each member.

Rules of Engagement
In participatory government, a high level of collegiality, respect, and civility is expected. Those expectations include the following rules:

- There is no rank in the room when at the committee table. All participants are treated as peers, both between constituencies and within constituencies.

- Speakers will be heard one at a time and without interruption. Participants will allow for moments of silence for thought and other viewpoints. In consideration of hearing all feedback, members should be mindful of how often and how long they speak. Equity in consensus building means including diverse perspectives at all levels of the organization.

- Members will be engaged and contribute, and challenge ideas, not people. All meeting attendees will be respectful/civil in their comments, responses, and body language.

- Members will listen to others, and seek to focus on the merits of what is being said, while making a good faith effort to understand the concerns of others. Council/committee members are encouraged to ask questions of clarification.

- Each person reserves the right to disagree with any proposal and accepts responsibility for offering alternatives that accommodate individual interests and the interests of others.

- All members should be mindful of the language used in discussions, including use of "I" statements instead of "they" attributions to relate anecdotal evidence or experiences. Members are encouraged to use an asset-minded approach that focuses on what works and how something can be done. This is in contrast to a deficit-minded approach that focuses on the negative and why an initiative, idea, or project can't get done.

- All council/committee members will be aware of the purpose and responsibility of their committees. When issues arise in discussion that are not supported by the committee's charge, the chair will identify the proper council, committee, or constituency group leadership for review, and forward the issue for consideration.

- Once consensus is reached after deliberation, council/committee members will support the group's recommendation.