Comments from On-Campus Interviews
Recorded by Consultants Dan Rosenberg and John Spevak
Primarily on April 28 and 29, 2015

This was an exhaustive and exhausting undertaking. The consultants recorded, as seen below, hundreds and hundreds of comments and suggestions, without attribution, in dozens of meetings. The consultants tried to record the comments faithfully. They then created a parallel structure for the comments, in most cases with each comment beginning with a verb. Finally, the consultants attempted some minimal groupings and clusters.

The consultants realize there are many duplications and overlaps of comments, but they felt this was the best way to show the frequency and intensity of related ideas. The consultants also realize other kinds of groupings are possible and each cluster could be organized and sub-divided and organized (rather than a random listing with the cluster). They believe, however, the presentation below will suffice, given the short timeline between when the interviews were conducted and their goal of presenting this list to PaRC within a week, by PaRC's May 6 meeting, and of posting on the College EMP web site by May 7. The consultants encourage persons reading this long list to focus on the individual ideas and perhaps create for themselves their own clustering for their individual thought processes.

The consultants have been astonished by the quantity and quality of the comments made. Members of the campus community put much time, thought, and energy into the ideas they presented. The consultants also apologize for any comment that was not transcribed and recorded below. They tried assiduously and sometimes feverishly to capture the plentitude of ideas and perhaps may be forgiven for missing some.

INSTRUCTIONAL PROGRAMS AND COURSES

Pursue additional baccalaureate programs.

Increase the number of four-year baccalaureate degrees.

Expand more health programs into four-year degrees

Put more emphasis on enabling students to understand who they are rather than forcing them to make immediate career choices.

Implement an intensive English program under contract ed.

Support the new degree program option in sustainability currently in the process of Curriculum Committee approval.

Offer courses, including through continuing education, designed to help workers increase their skills, including workers in the high-tech industries.

Create certificate program in computer programs that don't require general education courses.

Respond to the needs of adults who need to retool or upgrade job skills.

Foster the development of entrepreneurial skills.

Find ways to develop new courses, primarily in contract education, that respond quickly and nimbly to the needs of business.

Use the opening of the new FHDA Education Center to highlight the college's ability to innovate and respond to the workplace needs.

Develop a "Center for Apprenticeship Trades, "a facility to assist the 17 apprenticeship sites and the 2200 students enrolled in Foothill's apprenticeship program, including a hands-on training lab for improving pre-apprenticeship skills.

Develop more classes in gaming.

Increase advocacy education on campus in and out of class.

ENROLLMENT GROWTH / MANAGEMENT

Find new ways to respond to the challenge of repeatability restrictions in the fine arts.

Create additional community education courses.

Help students who need to learn a new version of software, etc. via community ed.

Find innovative ways to help small groups of students who need specific upgrades.

Work with the state and other community colleges to develop innovative ways to offer community education for lifelong learners, especially in light of recent repeatability restrictions

Imagine what Foothill College students will be like five years from now.

Consider whether the number of on-campus courses is meeting the needs of students who prefer to take classes on campus.

Find new ways to encourage students who work part-time to attend classes around their work schedule.

Find ways to better serve students who can take classes only in the evening.

Create a more robust evening schedule.

Take strong measures to respond to enrollment decline during the past five years and to increase enrollments.

Remember that athletics, as well as academics, bring students to the College.

Improve scheduling of business classes so that students don't have difficulties planning their academic path.

Create an enrollment management committee.

Try scheduling more evening and weekend classes.

Run some trial sections but guarantee the sections for a few semesters regardless of enrollment.

Recognize that the focus on productivity and enrollment has had a negative impact on the students.

ARTICULATON

Pursue ways in which Foothill College students take junior-level UC and CSU courses while still attending Foothill College.

Reduce the time it takes for transfer students to UCs to earn their bachelor degrees though better articulation with UCs

Create more guaranteed transfer agreements.

CTE / WORKFORCE DEVELOPMENT APPRENTICESHIPS / INTERNS

Respect CTE programs as much transfer programs.

Create more internships based on the CTE externship model, in areas like vet tech and high tech.   Keep up with training needed in quickly changing high tech areas.

Create CTE programs which can be completed within nine months.

Develop internships students not in CTE programs, making connections with employers within a variety of areas.

Offer experimental CTE courses (with a numbering like 99X) on a one- time basis.

Recognize that we are competing with other colleges for CTE students.

Offer train the trainer programs and courses in other areas besides the ones the Krause Center for Innovation offers for K-12 participants.

Find ways to respond to repeatability restrictions to provide updates in CTE classes where technology keeps getting upgraded, looking for models at other California community colleges.

Increase the options for dual- track enrollment.

Leverage workforce education with institutional advancement.

Create more partnerships with local businesses and industry.

Integrate labor market data into program plans.

Update the mission of the regional workforce development center.

Integrate instruction with workforce development.

Create a position for a person who, within the job description, can walk in and talk with Google and other companies**.**

Make an institutional commitment from top down with time and resources to develop more business relationships

NEW FOOTHILL DEANZA EDUCATIONAL CENTER

Increase the offerings in computer- based courses such as GIS and computer networking.

Offer a robust schedule of GE classes at the Center.

Highlight the EMS as a "destination program," with a national test center for all colleges in California.

Offer a strong Child Development program at the Center.

Highlight the FDEC as a training center, including contract education classes.

Provide extensive offerings both day and evening.

Use the Center to help reverse the decline in the college's enrollments.

Provide support for the Center from the main campus from all departments.

Hire some key full-time faculty (e.g. English and math) whose entire load is at the Center.

Clarify the relationship and improve collaboration between the two colleges within the District that use the Center.

Use the Center to attract re-entry and workforce students.

Highlight the transportation accessibility at the Center.

Revive foreign language classes that had been offered at the Middlefield Campus.

Offer noncredit English classes.

Ensure that professional development extends to staff and faculty at the Center.

Utilize up-to-date hardware and software.

Ensure that the facility be both capable of wired and wireless connections.

Increase staff as enrollment builds.

Offer continuing education courses for persons working in the medical field.

Ensure the Center generates enough FTES to meet the requirements for an official education center.

Recognize there is a community concern that the Center may draw students from the main campus, reducing services there.

ONLINE EDUCATION

Find ways to create a sense of community among online students.

Include with online student rosters photos of students for optional viewing.

Improve support services available to online students.

Ensure that online education offers the highest quality of online technology.

Continue to research the effectiveness of (strictly) online learning versus hybrid versus (strictly) face-to-face modes.

Ensure that courses are offered in other than online mode, since some students don't do well in online courses.

Increase response time in some cases by instructors to students.

Be innovative and visionary with respect to online learning and instructional technology because enrollments in online and hybrid courses are increasing (with 30% of all enrollments in fully online classes each quarter) and because the College is located in Silicon Valley, where students have high expectations regarding technology capabilities.

ADJUNCT INSTRUCTORS

Provide for adjunct instructors private locked storage space in shared part-time offices, preferably close to the faculty parking lot.

Provide special consideration for adjunct instructors when full-time positions are listed.

Continue to make progress on behalf of adjunct instructors (e.g., shared office space, teaching priorities, infrastructure, etc.)

PEDAGOGY

Imagine what Foothill College courses might look like five to eight years from now and begin designing corresponding pedagogical approaches for the best learning outcomes.

As instructors design pedagogy for Foothill's students of tomorrow, develop ways to improve training in and delivery of video processing.

Develop pedagogies that respond to the needs and learning styles of young persons who have grown up in the digital age and are used to acquiring knowledge in different ways to create successful learning.

Explore innovative pedagogy that might be more successful with at-risk students.

Make greater investments in teaching and learning at the classroom level.

EQUITY AND DIVERSITY

Ensure equity in achievements as well as enrollments and thereby close the achievement gap.

Develop and fund more programs like Mfumo, which helped instructors and students at the heart of learning.

Increase diversity in faculty hiring.

Instill a singular passionate commitment to equity and success for all (students, faculty, staff, administrators).

Develop ways to increase the applicant pool by finding innovative approaches to help new faculty find housing they can afford.

Increase diversity in the student body from ethnic and socioeconomic perspectives.

Hire more African Americans in faculty and administrative positions.

Continue to make progress in hiring women faculty.

Bring back programs like Mfumo to provide increase services to African American and Hispanic students

Promote diversity among faculty, students and administrators

Achieve measurable goals in diversity among staff and faculty and administration

Make a singular passionate commitment to equity and success for all (students, faculty, staff, administrators).

Highlight the strengths of the Puente Program, including instructors and counselors working together well, enabling students to remain in the program for their whole cc career, empowering students, increasing the numbers of Latino students, encouraging students to give back to their communities, receiving regular professional development through statewide efforts (training from UCs), exposing students to universities, focusing on improved reading and writing with exposure to Latino and African-American authors.

Respond to the needs of the Puente program including utilizing a real-world mentor component, an admin person to coordinate the logistics of the program, similar to DeAnza's program; using rotations and training for English faculty; creating a summer bridge (boot camp) program for math/English; and helping Phase 3 students who have finished the program not get "lost," perhaps with a place for them to return, a place that is theirs.

Reinstate the Mfumo Program, with a focus on African-American students, Pacific Islanders, and first generation students, modeling on Puente and using infrastructures like Puente.

Add more gender neutral bathrooms (beyond the five existing ones) to accommodate various students, including transgender and disabled students.

Improve disabled access (e.g., by repairing elevators).

Recognize that accessible ramps and alternative routes can cause disabled students to be late for class.

Promote diversity among faculty, students and administrators.

Make equity a high priority for the college that pervades the culture.

Make processes equitable.

Improve staff diversity.

Improve diversity in administration.

Ensure that people of color are not limited to certain areas.

Put a particular focus on diversity where there are profound gaps.

INTERNATIONAL STUDENTS

Create more interactions between international students and local students.

Help students, both local and international, find affordable housing.

Increase the diversity of international students by recruiting more in places like South America and Africa.

Provide more individual help and support to international students depending on their specific backgrounds and needs.

Ensure that local students are treated with the same degree of care as that given to international students.

Recognize the importance of international students to the College, both fiscally and culturally.

Develop innovated public-private collaborations to find solutions to the high cost of housing for students, including international students, and faculty and staff.

Incorporate into ESL classes additional basic cultural information about the USA.

Improve communication of services for international students, including cultural classes.

Offer a noncredit multicultural class (intercultural communication class).

Provide more hybrid and on-campus classes for international students, since they are limited to one online class in their first 12 units.

ATHLETICS

Recognize that sports require some travel and missing some classes (some faculty don't accommodate that).

Recognize that athletics at FH attracts many at-risk students and provide increased support services for these students.

Build on the strengths of Foothill College for athletics (e.g. our high transfer rate, a full-time counselor for athletes, three certified athletic trainers, excellent strength coaches).

Recognize the great love coaches have for their students.

Encourage, from the top down, students to take P.E. classes.

Improve the website could be improved to move beyond outdated information and appearance.

Market more aggressively the College's athletic injury care program and other programs in Kinesiology

Encourage greater interaction of student athletes with the general student population.

Add a track and field team.

Bring back intramural sports.

Recognize and support scholar athletes (who have an 80% transfer rate).

Convert the old Snack Shack into a study hall area for athletes and general population students.

Recognize the value and success of the early alert system for student athletes

Make tutoring more accessible, not limited to 10-minute intervals.

Approach AARP to financially support PE classes for older adults.

Work with Kaiser to recommend persons to the College for a class in rehabilitation.

Develop creative ideas to fund use of PE facilities for community members.

Recognize the academic needs that some athletes have which require more support in academics, especially since athletes have only two years to complete work here and continue their athletic careers at a university.

OUTREACH / MARKETING / BRANDING

Increase marketing for programs which should be increasing in enrollment but are in fact declining (e.g., ESL).

Reach out to persons of all socioeconomic levels.

Maintain reputation of Foothill as a college of distinction.

Increase and improve outreach to bring a diverse student population to the campus.

Reach out to where the people are.

Develop a more robust outreach and marketing program to reach out to high school students, especially related to CTE programs.

Improve the college's branding.

Better understand, define, and articulate "who we are."

Let Google know we can train tech support people.

Market FH as the premier college for online education."

Make a long-term commitment with articulates a brand/vision for the college.

Improve the website.

Significantly improve the Facebook page.

Understand that outreach and retention and student success is everyone's responsibility (faculty, staff and administrators).

Recognize that outreach includes bringing in prospective students and making them successful.

Outreach to adult learners.

Create a community ambassadors outreach program.

Create a mentor team, outreach and recruitment "dream" team.

Assign mentors to college orientation classes.

Create peer- to-peer mentoring, bringing a group of representative students to outreach events and college fairs.

Start a guerrilla marketing campaign.

Create a "go-kit," including wi-fi, printer, etc. for marketing.

Use the student enrollment process "SOAR" to go to high schools with orientation, placement test, abbreviated ed plan, and scheduled orientation class.

Train the ambassadors in what student services are available on campus.

Enable ambassadors to facilitate training for other ambassadors.

STUDENT SUCCESS

Build a culture where the whole college community shoulders the mutual responsibility of student success.

In reviewing student learning outcomes, ensure that stated outcomes and assessment truly match what Foothill College students need.

Become a regional and state leader in developing student success, and aim for success rates higher than 80%.

When looking at success statistics, look behind and beyond the numbers.

Ensure that success rates not only for the institution but for individual programs and courses have integrity and are not artificially increased.

Keep the college focus on student success.

Use more predictive analytics in helping to identify students who will probably need help and support to be successful.

Ensure the integrity of online education by finding additional ways to prevent online cheating

Develop organizations of alumni, especially international students, who can share their success stories with others.

ACADEMIC SUPPORT PROGRAMS

Pursue improved early alert systems so that students who are not succeeding can be identified and helped in a timely way.

Continue innovative student support programs such as embedded classroom tutors.

Make existing programs more visible, such as SOAR and the Teaching and Learning Center.

Pass the torch is a tutoring program, with students tutoring students.

Continue the extensive use in the bookstore of custom books (30-40% cheaper than full textbooks) and the use of the book rental program.

Find ways to offer tutoring is other than 15-minute increments (e.g., at PSME), including implementing study groups.

Schedule more tutoring on Saturdays, as is done in PSME (math and science).

Provide more one-on-one tutoring.

STUDENT SERVICES

Streamline the process for new students to apply to Foothill College, including the many students who just want to take one course to improve workplace skills.

Encourage students to look at various career options and to be flexible as they pursue careers.

Provide better support, for both students and faculty, to help students with special needs like homelessness, cognitive challenges, emotional troubles, etc.

Identify counselors who know the specific needs for students for individual programs/divisions.

Expose students to alternative and different career paths.

While emphasizing the importance of student educational plans, recognize they can be flexible.

Support the concepts of wellness and personal happiness.

Recognize that good counseling is especially important in giving new students the right directions to achieve success efficiently.

Make sure every student knows about what resources are available.

Streamline the student's student services experience.

Find ways to reduce the serious impact on counseling, such as the reducing the number of face-to-face meetings, using Skype, etc.

Expand services in counseling, A&R, testing.

Get the word out to more students about available support services.

Utilize the family engagement institute, a grant funded partnership with school districts, working with teachers and families to create a college-going culture.

Sponsor more holiday events for all students, especially those without support system or family.

Continue the flexible counseling by dedicated counselors (e.g., offering phone appointments for online students).

Have counselors focus on no more than two programs.

Create a multi-cultural student center to create more of a community for special populations.
Make counseling more "intrusive."
Tap into existing programs (statewide).
Have multi-cultural presenters come to campus.
Increase attention for under-represented and first generation students.
Implement intrusive counseling; the current structure doesn't support that.
Find ways to meet the students where they are in light of and sometimes in spite of statewide mandates.
Tap into student equity monies to help close the achievement gap for students.
Encourage more cooperation between counselors and instructors.
Integrate counselors with student activities, instruction, etc.
Ensure counselors, though overworked doing ed plans, are represented on governance committees.
Pursue research to see if the College is properly serving our first generation and under-served students.
Increase "high-touch" staff and services for a population that needs time and attention.
Reach out to students who aren't coming in to see counselors.
Improve the staffing level of A&R, which is dramatically understaffed.
Streamline counseling service
Increase training for student services and counselors to be able to relate to students.
Schedule counseling in one-hour meetings.
Have counseling all in one location near student services.
Allocate days/times for drop-ins.
Increase availability of academic counselors.
Create an expedited process for getting prerequisite clearance.
Make student services available in evenings.
Continue the strengths of the transfer center (e.g. assisting in the high reputation of transfer success for Foothill students, especially international students; keeping marketing materials updated, having good workshops).
Ensure the future success of the transfer center by reinstating a full-time director position, scaling up the program to underrepresented student groups (including first generation college students), and reaching out to those who do not come in to the center because they don't have that self-identification as a transfer student
Continue the strengths of EOPS, including experienced full-time staff and good outreach, tutoring, and MIS reporting.
Ensure the future success of EOPs by having a full-time director, as there was prior to the summer of 2012.
Find ways for EOPS to outreach to and serve more than the 400+ students currently served and return closer to the 700+ students served.
Ensure sufficient staffing in EOPS and prevent current staff from being stretched too thin.
Reduce the dependence in EOPS on TEA's (temporary staff), since training takes a while and they aren't developed into a dedicated long term staffer like the full timers.
Create a program to lend students professionally looking clothes for interviews.
Expand counseling staff for DSS and VR.
Help students transition from noncredit to credit classes.
Educate staff on transition systems.
Continue the success of Veterans Support, especially the Veterans Resource Center opened in 2010 (e.g., outreach, book loan, smart pens, calculators, laptops, scholarships).
Continue to add support services within the Veterans Resource Center.
Ensure the Veterans Resource Center keeps up with innovations in technology.

Improve the ease and efficiency of students' admission application and enrollment processes.

Provide additional help and support to students using the CCC Apply System.

Reduce the time required to get counselor approval.

TRANSPORTATON FOR STUDENTS

Find ways to increase alternative transportation opportunities (e.g. via bus and bicycle) for students.

Improve transportation options.

Recognize that limited transportation options may be the biggest reason the College is attracting new students.

Explore improved bus schedules.

Create more bicycle paths.

Encourage a shuttle from Cal-Train.

Develop a shuttle between Foothill and DeAnza Colleges.

HOUSING AND FOOD FOR STUDENTS

Recognize that housing is a huge challenge for international and domestic students.

Find ways, besides informal piecemeal methods, to help students with housing needs.

Establish services to help find housing for students.

Ensure the Foodbank on campus is funded by ASFC but also continuously funded and not reliant on annual renewals.

Leverage external funding sources so that ASFC can provide additional resources for students.

COMMUNITY RELATIONS AND RELATIONSHIPS

Find closer connections with the local community we serve

Develop closer connections with nonprofit groups in the area who work closely with our community, serving individuals like foster youth, etc.

Working with nonprofit groups, develop leadership programs for young people from underserved groups, encouraging them to become leaders in their communities.

Leverage community resources and partner with companies for internships.

Develop more regional collaborations.

Increase funding from donors, including faculty outreach to donors.

SUSTAINABILITY

Increase attention given to sustainability on campus (e.g., protecting and preserving the creek along the campus).

Infuse sustainability across the curriculum.

Encourage Foothill College to be a leader and model of sustainability in areas such as energy use, solar and alternative energy sources, etc.

Ensure the new Foothill DeAnza Educational Center is a particularly good example of energy use and sustainability.

Devise new ways to meet sustainability challenges including water conservation and alternative energy.

Ensure the college's financial, as well as environmental, sustainability.

Reduce the amount of work required to be printed on paper.

Make the campus greener.

Create a bike route around the perimeter of campus and put more bike racks on campus.

Increase composting on campus.
Reduce energy use on weekends and when not in use.
Incorporate in all new and old campus facilities energy management technologies.

ESPRIT D'CORPS

Build a community of scholars, including students in transition to becoming scholars, focusing on intellectual questioning, discovery, debate, and the search for truth.
Create space for everyone to dream
Create a college logo which states, "Find yourself there."

COLLEGE COLLABORATION, UNITY, LEADERSHIP, AND SHARED GOVERNANCE

Create a campus-wide collaborative unified community of learners without silos.

Increase opportunities for faculty to co-teach and or visit each other's classes and otherwise reduce isolation and increase collaboration.

Provide a strong, articulated vision from the top leaders that deans and faculty can follow.

Improve relationships between deans and faculty.
Improve the visibility of and interaction with senior administration.
Recognize that administrators are overworked; may need additional administrators.
Provide cross-training that helps persons better understand the roles and responsibilities of others.

Improve the perception on campus that college leaders don't value the importance of fine arts.

Improve the College's shared governance system.

Develop more collaboration between faculty and administration.

Improve the transparency of decision making and the communication regarding why specific decisions were made.

Encourage more faculty to become involved in shared governance.

Encourage faculty leaders to encourage their colleagues' involvement.

Encourage administrators to help nurture faculty involvement by listening more closely to faculty ideas.

Improve coordination in various areas within departments, for example, coordinating adjuncts with full-time faculty.

Consider increasing faculty release time to ensure coherent coordination takes place.

Check back in future years, after key campus-wide decisions are made, to see if the decisions created the results desired.

Improve collaboration and coordination between Instruction and Student Services (e.g., eliminating silos and focusing less on turf and more on student needs and success).

Continue personal and professional service to staff and faculty.

Continue mutual respect for each other.

Create stronger bridges between Instruction and Student Services.

Create a greater spirit of collaboration among administrators, faculty, and classified staff.

Communicate more clearly the vision of college leadership.

Share information more frequently and openly.

Create more transparency in college governance.

Increase the collaboration between instructors and the college bookstore.

Increase collaboration between teachers and the College bookstore, especially with instructors encouraging students to use the bookstore.

Improve communication and collaboration to improve efficiency.

Use technology to improve collaboration, e.g. through video conferencing.

Nurture collaborative, rather than territorial, relationships.

Recognized the classified staff's perception that they feel vulnerable.

Restore classified staff positions that were cut, following program reviews' recommendations.

Find ways to enable classified staff to leave their posts so they can attend shared governance meetings.

Develop a truly transparent process committed to discussing shortcomings without fear of retaliation.

Build on shortcomings rather than subverting them.

Ensure that the College's Mission Statement is not changed without democratic participation.

Ensure that the college responds more to student needs rather than just responding to ACCJC standards. Be student focused.

Increase the rate of the College's responsiveness, considering that currently- developing program takes a long time.

Increase transparency in governance at the college.

Ensure the student voice is heard and considered in decision-making.

Include student voices in hiring and firing of staff.

Have bold leadership within the shared governance structure.

Avoid running after "shiny objects" opportunities.

Eliminate any fear of retaliation for voicing certain ideas.

Change the perception that the last and loudest voice wins the day.

Don't hire leaders and "leave them hanging" without support.

Include classified staff more in governance.

Encourage managers to allow staff to be part of governance.

Improve trust among classified staff.

Be direct in communicating about staff layoffs.

Reduce the "corporate ways" in how we approach some things.

Protect the integrity of what classified staff are doing.

Follow De Anza's model in excelling at staff diversity.

Don't use reorganization to circumvent some contractual terms.

Identify the need to restore staff in program reviews.

Include a collaborative, meaningful process with open communication.

Develop actionable steps for implementation.

Implement best practices; don't reinvent the wheel.

Utilize our exiting skills and knowledge.

Continue to build on the value of the tri-chair system.

Continue to use the current budget and planning model, with works quite well and engages people.

Continue to value openness and honesty, active engagement with the values of the college, and governance processes that work well.

Have respect and professionalism toward everyone on the campus.

Recognize that many persons within the college community feel they have lost much ground in the last five years and feel the environment is now insecure.

Recognize that many faculty believe the college is not meeting their basic needs or the needs of the students.

Give to faculty the respect and gratitude they deserve.

Work to eliminate the feeling of "us against them" between administration and faculty that has been felt in the last five years.

Find new, less onerous ways of dealing with new and continuing regulations and mandates coming from the state.

Work to resolve the miscommunication between faculty and administration.

Recognize that classified staff feel intimidated and that faculty need to provide support to them.

Be more proactive and practice core values rather than simply react to regulations and standards.

Develop a more creative environment.

COMMUNICATION

Improve communication at the college overall.

Create more interconnectedness between students, faculty, staff and administration.

Provide more forums and platforms for students to express themselves and allow their voices to be heard, such as a student newspaper.

Create more opportunities for debates on campus related to topics that are significant (e.g., institutional racism).

Continue the good person-to-person communication among faculty.

Have conversations with impacted parties before changing programs (such as with discontinuance of Mfumo).

Create a master campus events calendar.

Create a campus newspaper.

Create easier ways to find information, rather than proactive hunting to find information (reading PaRC and board minutes).

Find better ways to "get the word out" to the campus community.

Improve the coordination of campus events, which tend to operate in silos.

ORGANIZATIONAL STRUCTURES

Don't treat every department the same; some, for example, have larger numbers of full-time and adjunct faculty than others.

Review and evaluate the current shared governance organizational structure.

Recognize that faculty in key shared governance roles (e.g., members of PaRC) are being stretched thin.

Recognize that faculty feel they have been given increasing responsibilities without increasing rights.

Recognize that faculty feel excessive burdens have been placed on them from the top down.

Provide reassigned time for department coordination, as has been done in the past, which would allow faculty to do more of the required administrative tasks.

Make clear the roles of the two new AVPs, especially how they are contributing to true student learning and equity.

Create a centralized repository of campus jobs.

STAFFING

Increase support staff in the sciences

Improve the ratio of full-time to part-time faculty, working toward the statewide target of 75%, especially in areas where many adjuncts are teaching.

Increase manpower in Apprenticeship and Internships office, especially adding a job developer.

PROFESSIONAL DEVELOPMENT

Increase professional development opportunities for faculty and staff within a coordinated and supported structure.

Develop department-level professional development plans and implementation.

Encourage a "grow-our-own" approach to developing future Foothill College administrators by providing leadership training and experiences for faculty.

Provide professional development for all members of the College community, including classified staff, faculty, and administrators.

Foster the development of entrepreneurial skills.

Enhance the on-boarding process for faculty.

Develop a comprehensive on-boarding process for staff and administrators.

Increase leadership and professional training for staff and faculty.

Allow replacement hires to be trained by the person who is leaving.

Don't automatically fill administrator positions be from within.

Increase the frequency of staff job review and evaluation.

Provide more opportunities to staff for professional growth.

Utilize the Krause Center for Innovation for College professional development.

INNOVATION

Encourage innovation, including the willingness to take risks,

Establish Foothill College as a "Center for Innovation."

Be willing to try new approaches, even if at first they don't seem to succeed.

TECHNOLOGY

Improve I.T. services so that data is more readily accessible to the college community.

Ensure that good processes are developed and followed by all.

Empower individual end-users to extract, gather, and analyze data more readily.

Improve the College's technological infrastructure.

Improve the College's web site

Develop a more robust web presence.

Make and institutional commitment to increase protection against security risks and to improve student security

Avoid violations of FRPA.

RESEARCH AND PLANNING

Reflect on Foothill College's previous Education Master Plan, what has been accomplished and what hasn't.

Make sure the updated Educational Master Plan reflects the true heart and soul of Foothill College

Look especially at the Mfumo program, which as praised in the most recent ed master plan, then disbanded soon thereafter, and find out why it was disbanded.

Use in-house persons to write the draft of the Educational Master Plan in a way that is as effective as the style and format of the last EMP

Give more time for feedback on the EMP than was given for feedback on the creation of a new College mission statement.

Don't repeat what happened in an earlier EMP process when the 2010 EMP revision dropped some important content from the 2009 plan; this was done without any transparent process.

Include in the new EMP chart 18, chart 8 from 2009 plan.

Include in the new EMP faculty and staff data by ethnicity.

Don't make the same mistake, as was done in the past, of making changes to an Education Master Plan or mission statement with collaboration and consensus.

Involve the college community, including faculty, in writing the updated EMP.

Reinstate the three key goals that were originally in the 2009 EMP and then deleted in 2010: promoting a community of scholars, putting access into action, and promoting a collaborative decision making environment.

Develop a more integrated planning process where resource allocations are made in light of goals and objectives with the plans, especially within the Educational Master Plan.

Determine whether the mission and vision statement are truly important to the College, including the top leaders.

Determine whether the Education Master Plan is truly important to the College, including the top leaders

Revisit the effectiveness of block scheduling, including examining the relevant data and considering the increased isolation and reduced sense of community block scheduling has caused.

Identify a person within each division to be the "division researcher."

Revisit the effectiveness of plus/minus grading.

Build in a check point within plans and decisions to see if they are working as well as intended.

Ensure the new Education Master Plan is not just put on a shelf but becomes a living, guiding document.

In tight budgetary times create priorities of needs so that when dollars come, money is spent wisely.

Consider outsourcing services that would enable contract education to move more quickly, such as accounting and payroll.

Create more grants like the Prop 39 Clean Energy grant.

Ensure sufficient staff in the grants area, including not only grant writing but grant management.

Expand the grants office to go beyond simply accounting

Cultivate a culture of continuing process improvement, versus continuing the way we used to do it or responding with knee-jerk improvement.

Develop a College that is not on the hill but in the community.

Find out what happened to revisions made in 2010 to the 2009 Ed Master Plan.

Determine why the change in mission statement wasn't made more collaboratively.

Determine how far the EMP should extend, whether five years, for example, or eight. (Five years seems to be better than eight.)

FACILITIES

Create facility space that better serves the Teaching and Learning Center.

Redesign department learning centers to make them more efficient and helpful.

Keep a high level of maintenance of buildings and grounds.

Successfully launch the new Foothill DeAnza Education Center and ensure the generation there of at least 1,000 FTES.

Complete all the projects under the current bond measures.

Identify future renovation and maintenance projects for a subsequent bond measure.

Create a large assembly space for orientations where food can be served.

Find ways to enliven the dead time/space in the afternoon.

Create places for students need a place to study and hang out later in the evening - computer lab, place to eat, etc.

Open a student success center in the evening, as it the old student success center was.