



FOOTHILL COLLEGE

## PLANNING & RESOURCE COUNCIL

### AGENDA

November 17, 2010

Purpose: **Participatory Governance Leaders Meeting**  
Location: **PRESIDENTS CONFERENCE ROOM**  
Time: **1<sup>st</sup> & 3<sup>rd</sup> Wednesday - 1:30 p.m. to 3:00 p.m.**

DATE November 17	AGENDA TOPIC	DISCUSSION LEADER	EXPECTED OUTCOME
1:30 - 1:35	Introduction of Guests	Miner	
1:35 - 1:40	Approval of Minutes for <b>October 20, 2010*</b>	Miner	Approval
1:40 - 1:50	• Professional Development/Non Credit update	Swett	Information/Discussion
1:50 - 1:55	• OPC budget update	Treanor	Information/Discussion
1:55 - 2:10	• Prioritization and approval of 2011-2012 FTEF hires	Miner/Treanor	Information/Discussion
2:10 - 2:20 2:20 - 2:30 2:30 - 2:40	• Presentation of ESMP Appendices plans: #3 – Transfer Workgroup #4 □ Sustainability #5 – Tech Task Force	Chenoweth, Day, Balducci Casey, Visas Hueg	Information/Discussion
	<b>ACTION ITEMS:</b>		
2:40 - 2:50	• Teaching and Learning Center Update	Starer/Miner	Approval
2:50 - 3:00	• Questions/Rumors/Announcements	Miner	

\*ATTACHMENTS:

Revised Master Calendar 10.15.10

Professional Development Calendar

SEE TREANOR FOLDER: FTEF "Nov. Req" (Division Docs)

FTEF Priority Ranking Spring 2010

FTEF Reqs Rev 10.28.10

Classified Requests 10.13.10

Sustainability Materials

ESMP Sustainability link: <http://www.foothill.edu/sustainability>

ESMP Appendices link: <http://foothill.edu/staff/irs/ESMP/index.html>

President's Memo to PaRC re: Teaching & Learning Center Taskforce



FOOTHILL COLLEGE

## PLANNING AND RESOURCE COUNCIL MINUTES

October 20, 2010

### IN ATTENDANCE:

Anderson, Balducci, Bourquin, ~~Bowie~~, Casey, Chenoweth, Davison, Day, ~~Dehnad~~, Gallagher, Galope, Heiser, ~~Hueg~~, Kuo, McAlpin, ~~Meade~~, Miner, Myers, Noone, Oeh, Okamura, Orrell, Patyk, Peter, Schreiber, ~~Southerby~~, Spragge, Starer, Stenger, Swett, Taketa, ~~Treasnor~~

### ANNOUNCEMENTS AND INTRODUCTIONS – MINER

Introduced guests: Darya Gilani, Chris White, April Henderson, Peter Murray, Kelly Lopez, Ashley Oropeza, Guled Mahmoud, Jason Ma

### APPROVAL OF MINUTES FOR OCTOBER 6, 2010

APPROVED AS WRITTEN

### **ITEM I - PATYK/SCHREIBER/SPRAGGE**

#### OPC BUDGET & FTEF ADDITIONAL REQUESTS UPDATE

Guiding Principles were reviewed. Additional changes will be forthcoming.

If current general fund dollars are not available and the parcel tax passes, we would be able to preserve all positions. In that event, the district must be vigilant in our accountability to supporters. Must also keep this “out in front” to understand these positions may still be lost.

Conversations with those on the reductions list will take place after the elections to let them know status of their position.

Faculty: # 1-6 positions have been approved with 4 positions open for hiring. The remaining 2 positions will be postponed until next board meeting – all approved from last year.

# 7-14 positions have been or will be reconsidered by their division due to the 4 new positions that have become available through resignations or retirements.

PaRC now needs to review the next 6 and prioritize.

It was noted that no one should cast a vote unless they have thoroughly read all of the Guiding Principles and are confident they can look beyond their own area.

An “emergency” position is defined as a retirement or resignation that occurred after the PaRC prioritization in Spring 2010.

ACTION:

- For classified – will forward the top 6 – if there are difficulties with remaining reserves or parcel tax doesn't pass...we want to preserve existing staff before we add more. We must proceed with faculty hires for the faculty obligation number (FON).

## **ITEM II - ORRELL/KUO**

### RESEARCH UPDATE

Research will be meeting with deans to see what requests will be coming forward for accreditation. The Accreditation Survey will be posted on the website.

The timeline:

Ready for reply: Friday Oct. 22

Available through Nov. 1

Will then be compiled for accreditation committees

- Important to encourage participation
- Will go to all students hoping for 1000 to respond
- Several concerns were raised: 1) the student survey is going to be sent through Banner only. The sender line states "do not reply." It may be ignored. Since we cannot fix at this time, will need to proceed this year but will reconsider for future surveys. 2) the electronic method excludes student population who doesn't have computer access.

## **ITEM III**

### WORKGROUP PRESENTATIONS - Presentation of ESMP Appendices Plans

#### BASIC/SKILLS – STARER/NOONE

Powerpoint presentation link:

<http://foothill.edu/president/minutes/basicskills/2010/BSW-October/BSW-PaRCPresent-102010.ppt>

"POPPY COPY" LINK: [www.Foothill.fhda.edu/staff/irs/BSI](http://www.Foothill.fhda.edu/staff/irs/BSI)

Next meeting for Basic Skills workgroup - Nov. 9 - 2:30.

#### WORKFORCE – ANDERSON/PETER/OEH

#### FIVE GOALS (SEE "M. ANDERSON NOTES" ATTACHMENT FOR DETAILS):

- 1) Continuous improvement of integrated Planning and Budgeting Process
- 2) Articulation and Career Pathway Development
- 3) Alignment with Core Missions
- 4) Incorporate faculty and staff development course on "How to Articulate a Class"
- 5) Develop the Workforce Core Mission Plan

Next meeting for Workforce workgroup - Nov. 9 2:30 – 4:00

## **ITEM IV - MINER**

### HANDBOOK PROPOSED REVISIONS

#### ITEM #4 CLASSIFIED STATEMENT REVISION:

“Appointments will be made by the Classified Senate **as authorized** by the collective bargaining units.” Delete “**AS AUTHORIZED**” change to “**AND**”

ACTION: Approved by consensus

## **ITEM V - MINER**

### QUESTIONS/RUMORS/ANNOUNCEMENTS

- Victoria Taketa will be one of the 2010 Asian American Hero Award recipients – Sponsored by Councilwoman, Liz Kniss, the ceremony takes place Friday Oct. 22.
- Foundation Fundraising Priorities – see attachment  
Will be included in the appendix of the Strategic Master Plan. Other items may be added.
- Gates Grant update –DeAnza will represent FHDA. We will partner with Rio Salado Next Generations Learning Challenges looking to Web 2.0 technology. Going for a blended *Math My Way* - will be 3 models working collaboratively; 1) Rio Salado: online 2) online with a face-to-face component and 3) Foothill: face-to-face with Rio Salado online materials.
- Faculty development: The Wadhawani Foundation, represented by a resident of Los Altos, facilitated bringing the minister of Education to FHDA to research the possibility of establishing a CC system in India and use FHDA as a model. Possible partnership with CSU connection with Bechtel Foundation focused around pedagogy.
- How do colleges inform the foundation of our priorities and why are they not seated on PaRC? ..... Answer: The Foundation’s work will be driven by the fundraising priorities list that was distributed earlier in the meeting.
- Ashley Oropeza announced breast cancer awareness month t-shirts were on sale...the Sister to Sister Club goal is \$500 and have raised \$400 to date.
- Transfer Day will be Oct. 27 in the Campus Center - 57 colleges will be participating
- Sustainable learning community – Mia Casey announced special movie showings on Nov. 10 “Food Inc.” & Nov. 24 “The Future of Food”, 12 noon, Hearthside Lounge

Planning and Resource Council Planning Calendar  
2010-2011

3-Year Cycle Summary

Cycle Component	Summer	Fall	Winter	Spring
Core Mission Work Groups		Present their plans		
Divisions			Present their plans	
Departments/Programs		Complete Program Review	Submit Resource Requests	
Educational and Strategic Master Plan				Updated
Governance Handbook	IP & B Task force meets	Update and Revise as needed		Governance Survey distributed and discussed
Learning Outcomes Assessment Cycle	Institutional Research makes adjustments to process	Course Level – 3 <sup>rd</sup> week Program Level – 12 <sup>th</sup> week	Course Level – 3 <sup>rd</sup> week	Course Level – 3 <sup>rd</sup> week
Resource Allocation		Review next year's FTEF prioritizations	Collect all other resource requests	Prioritize FTEF for hire the year after coming Fall
Year 1 Additions (09-10)		Revisit Mission and Vision		
Year 2 Additions (10-11)			Re-visit Planning Agendas and Self-Study	Terms expire in PaRC
Year 3 Additions (11-12)	New members appointed to PaRC			

Planning and Resource Council Planning Calendar  
2010-2011

Fall Quarter, Year 2 of Cycle

October 6 PaRC Meeting	October 20 PaRC Meeting
<p><b>New Business</b></p> <ul style="list-style-type: none"> <li>• Welcome Back</li> <li>• Orientation</li> <li>• (Approval of 6/16/10 Minutes)</li> <li>• IP&amp;B Task Force update <ul style="list-style-type: none"> <li>-Modified Integrated Planning &amp; Budget structure.</li> <li>-Show new flow chart</li> <li>-Annual agenda with reports</li> <li>-ESMP Update (Submitted appendices to present to PaRC at the beginning of the year and end of the year)</li> </ul> </li> </ul>	<p><b>New Business</b></p>
<p><b>Reports/Discussion</b></p> <ul style="list-style-type: none"> <li>• OPC budget, FTEF update</li> <li>• Accreditation Update</li> <li>• Program Review Update <ul style="list-style-type: none"> <li>- Describe relationship between Program Learning Outcomes and resource requests.</li> </ul> </li> </ul>	<p><b>Reports/Discussion</b></p> <ul style="list-style-type: none"> <li>• Report out from Core Mission meetings</li> <li>• Professional Development update from Denise Swett</li> <li>• OPC budget, FTEF Additional Requests update</li> <li>• Research update</li> <li>• Presentation of ESMP Appendices plans: <ul style="list-style-type: none"> <li>#1 – Basic Skills Workgroup</li> <li>#2 – Workforce Workgroup</li> </ul> </li> </ul>
<p><b>Action Items</b></p> <ul style="list-style-type: none"> <li>• Substantive Change Report – for approval</li> <li>• Midterm report to ACCJC – for approval</li> <li>• Governance Handbook <ul style="list-style-type: none"> <li>-Amend Planning Structure/Add flow chart</li> <li>-Amend to include how many years a person serves</li> <li>-Confidential were left out of the book when we removed them from Bargaining units.</li> </ul> </li> </ul>	<p><b>Action Items</b></p> <ul style="list-style-type: none"> <li>• Governance Handbook <ul style="list-style-type: none"> <li>- Further amendments?</li> </ul> </li> </ul>
<p><b>Note: Student Success Conference in Orange County after this mtg.</b></p> <p><b>Note: Emergency FTEF 2011-2012 Requests due to Shirley October 8</b></p>	

Planning and Resource Council Planning Calendar  
2010-2011

Fall Quarter, Year 2 of Cycle

November 3 PaRC Meeting	November 17 PaRC Meeting
<b>New Business</b>	<b>New Business</b>
<b>Reports/Discussion</b>	<b>Reports/Discussion</b> <ul style="list-style-type: none"><li>• Report out from Core Mission meetings</li><li>• Professional Development/ Non Credit update from Denise Swett</li><li>• OPC budget update</li><li>• Learning Outcomes Update</li><li>• Presentation of Appendices Plans: #3 – Transfer Workgroup #4 - Sustainability #5 – Tech Task Force</li></ul>
<b>Action Items</b>	<b>Action Items</b> <ul style="list-style-type: none"><li>• Survey Open - Prioritization and approval of 2011-2012 FTEF hires</li></ul>
<b>Note: STEM Conference in Orlando, Florida</b>	

Planning and Resource Council Planning Calendar  
2010-2011

Fall Quarter, Year 2 of Cycle

December 1 PaRC Meeting	December 15 PaRC Meeting
<b>New Business</b>	<b>New Business</b>
<b>Reports/Discussion</b> <ul style="list-style-type: none"><li>• Accreditation Update</li><li>• Presentation of Appendices Plans: #6 – Distance Education Plan #7 – Student Equity Plan #8 – Facilities Plan</li></ul>	<b>Reports/Discussion</b>
<b>Action Items</b> <ul style="list-style-type: none"><li>• Survey Results - Prioritization and approval of 2011-2012 FTEF hires</li></ul>	<b>Action Items</b>
	<b>Note: Winter Break</b>

Winter Quarter, Year 2 of Cycle

Planning and Resource Council Planning Calendar  
2010-2011

January 5 PaRC Meeting	January 19 PaRC Meeting
<b>New Business</b>	<b>New Business</b>
<b>Reports/Discussion</b> <ul style="list-style-type: none"><li>• Accreditation Update</li><li>• OPC budget update</li><li>• Program Review update</li><li>• Presentation of Appendices Plans: #9 – Fiscal/Staffing Plan #10 – DSPS plan</li></ul>	<b>Reports/Discussion</b> <ul style="list-style-type: none"><li>• Report out from Core Mission meetings.</li><li>• Professional Development update</li><li>• OPC budget update</li></ul> <p>Presentations: Non Credit Student Services</p>
<b>Action Items</b>	<b>Action Items</b>

Planning and Resource Council Planning Calendar  
2010-2011

Winter Quarter, Year 2 of Cycle

February 9 PaRC Meeting	February 23 PaRC Meeting
<b>New Business</b>	<b>New Business</b>
<b>Reports/Discussion</b> <ul style="list-style-type: none"><li>• Accreditation Update – Self Study First Draft posted online</li><li>• Learning Outcome Assessment update</li></ul> <b><i>Presentation of Division Plans, including Resource Requests:</i></b> BHS Division Plan – 10 minutes BSS Division Plan – 10 minutes FA Division Plan – 10 minutes	<b>Reports/Discussion</b> <ul style="list-style-type: none"><li>• Professional Development update</li></ul> <b><i>Presentation of Division Plans, including Resource Requests:</i></b> HP Division Plan – 10 minutes Counseling Division Plan – 10 minutes Learning Resource Center – 10 minutes LA Division Plan – 10 Minutes
<b>Action Items</b>	<b>Action Items</b>
<b>Note: All Resource Requests are due to OPC</b>	

Planning and Resource Council Planning Calendar  
2010-2011

Winter Quarter, Year 2 of Cycle

March 2 PaRC Meeting	March 16 PaRC Meeting
<b>New Business</b>	<b>New Business</b>
<b>Reports/Discussion</b>	<b>Reports/Discussion</b> <ul style="list-style-type: none"><li>• Accreditation update – Update on Self Study Feedback</li><li>• Professional Development update</li></ul> <b><i>Presentation of Division Plans, including Resource Requests:</i></b> PSME Division Plan – 10 Minutes AL Division Plan – 10 Minutes CTIS Division Plan – 10 Minutes
<b>Action Items</b>	<b>Action Items</b>
<b>Note: League Conference in San Diego</b>	

Planning and Resource Council Planning Calendar  
2010-2011

Spring Quarter, Year 2 of Cycle

April 6 PaRC Meeting	April 20 PaRC Meeting
<b>New Business</b>	<b>New Business</b>
<b>Reports/Discussion</b> <ul style="list-style-type: none"><li>• Report out from Core Mission meetings.</li><li>• Accreditation update - First read of Self Study</li><li>• OPC presents preliminary Resource Allocation update</li></ul>	<b>Reports/Discussion</b> <ul style="list-style-type: none"><li>• Professional Development update</li><li>• Accreditation Self-Study – Second Read, Approval</li><li>• Learning outcomes and Assessment update</li><li>• OPC/Resource Allocation update</li></ul>
<b>Action Items</b>	<b>Action Items</b> <ul style="list-style-type: none"><li>• Updates to ESMP including Core Missions and Appendices Plans</li></ul>

Planning and Resource Council Planning Calendar  
2010-2011

Spring Quarter, Year 2 of Cycle

May 4 PaRC Meeting	May 18 PaRC Meeting
<b>New Business</b>	<b>New Business</b>
<b>Reports/Discussion</b> <ul style="list-style-type: none"><li>• Accreditation update – Self-Study Final Draft Approval (If necessary)</li><li>• Review ARCC Report</li><li>• OPC/Resource Allocation update</li></ul>	<b>Reports/Discussion</b> <ul style="list-style-type: none"><li>• Professional Development update</li><li>• Accreditation update - Self-Study Final Draft Approval (If necessary)</li><li>• Learning outcomes and Assessment update</li></ul>
<b>Action Items</b> <ul style="list-style-type: none"><li>• Updates to ESMP including Core Missions and Appendices Plans</li><li>• Approve updated version of ESMP (Version 2.0)</li></ul>	<b>Action Items</b> <ul style="list-style-type: none"><li>• Final approval of Resource Allocation Recommendations</li><li>• Final approval of ESMP</li><li>• Initiate IP&amp;B Survey for Planning &amp; Resource Allocation Assessment</li></ul>

Planning and Resource Council Planning Calendar  
2010-2011

Spring Quarter, Year 2 of Cycle

June 1 PaRC Meeting	June 15 PaRC Meeting
<b>New Business</b>	<b>New Business</b> <ul style="list-style-type: none"><li>Report out from Core Mission meetings.</li></ul>
<b>Reports/Discussion</b> <ul style="list-style-type: none"><li>Review of PaRC's self assessment, discussion on how to make improvements</li></ul>	<b>Reports/Discussion</b> <ul style="list-style-type: none"><li>Final Meeting of 2010-2011</li></ul>
<b>Action Items</b> <ul style="list-style-type: none"><li>Re-convene summer Task Force</li></ul>	<b>Action Items</b> <ul style="list-style-type: none"><li>End of 2-year term for members</li></ul>

# PROFESSIONAL DEVELOPMENT FALL 2010

# THE SCHEDULE

## FALL WORKSHOPS @ FOOTHILL

### SLO's: Carolyn Holcroft & Gillian Schultz

Friday, October 1, 2010

11am to 12noon

KCI 4004

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e318821o508d16fc>



### Making Sense of Internet Native Banner

Friday, October 1, 2010

2:30pm to 3:30pm

Room 8401

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e3035o6208707440>



### Graphic Design for Amateurs: Steve McGriff

Monday, October 4, 2010

1:30pm to 3pm

Room 4006

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31mpqg7864bbc9>

### Professional Development Leave (PDL) Mini-Session: Linda Lane & Dorene Novotny

Friday, October 8, 2010

2pm to 3pm

Toyon Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31krz6s37600758>

### Creating 21st Century Learning Communities with ePortfolios: Una Daly

Tuesday, October 12, 2010

1pm to 2:30pm

Altos Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31egrtl5c17e4bc>

### Using Social Media with our Students: Chris White

Wednesday, October 13, 2010

2pm to 3:30pm

Altos Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31cdghu7c20fbfd>

### Making Sense of Internet Native Banner

Tuesday, October 5, 2010

2pm to 3:30pm

Room 8401

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e3035oav75d72152>

### Navigating Foothill's Curriculum Management System (C3MS): Cori Nunez

Thursday, October 7, 2010

2pm to 3:30pm

Room 3308

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31cdgpr74c71db5>

# WORKSHOPS FALL 2010

Page 2 of 3

## **Demystifying Course Articulation: Bernie Day**

Wednesday, October 13, 2010

12pm to 1:30pm

Toyon Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31mygmg229c5dc0>

## **Active Learning: Ben Stefonik**

Thursday, October 14, 2010

2:30pm to 4pm

Altos Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31mwx044de83c66>

## **Cheating & Plagiarism: Pat Hyland**

Monday, October 18, 2010

2pm to 3:30pm

Toyon Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31cdgo183900923>

## **Meeting Maker Tips & Tricks: Tahiya Marome**

Tuesday, October 19, 2010

2pm to 3pm

Room 4404

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e319v6fo25b894f1>

## **Upcoming Classes at the KCI**

**October 2      Google Tools Overview**

**October 2      Adobe Photoshop I**

**October 9      Adobe Photoshop II**

**October 16      Photoshop Elements**

**October 16      Google Web Sites**

More information and Registration at  
<http://www.krauseinnovationcenter.org/kci/>

## **MS Word: Beginning: Tahiya Marome**

Thursday, October 21, 2010

1:30pm to 3:30pm

Room 4004

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e319q3av81c0252c>

## **Time Management Strategies: Laureen**

**Balducci**

Tuesday, October 26, 2010

1pm to 2:30pm

Altos Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31cdgefdd1cd3bd>

## **MS Excel: Beginning: Tahiya Marome**

Thursday, October 28, 2010

1:30pm to 3:30pm

Room 4004

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e319r9qh2a3b6c1e>

## **Strategies for Problem Solving: LeeAnn**

**Emanuel**

Wednesday, November 3, 2010

1pm to 2:30pm

Chinese Heritage Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31en4o21c075aeb>

## **Scenario-Based Learning: Elaine Haight & Jane Ostrander**

Wednesday, November 3, 2010

3pm to 4:30pm

Toyon Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31qme7u18bed1c2>

# WORKSHOPS FALL 2010

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## PowerPoint: Beginning: Tahiya Marome

Thursday, November 4, 2010

1:30pm to 3pm

Room 4004

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e319tm45a3ad548a>

## Eudora & Thunderbird: Tahiya Marome

Monday, November 8, 2010

2pm to 3:30pm

Room 4404

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31qnzfb97c3e254>

## Strategies and Tools for Classroom Management: Mark Anderson

Tuesday, November 9, 2010

1pm to 2:30pm

Altos Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31qmede42e8fc3c>

## How do my courses transfer? How can I increase articulation for my courses?: Bernie Day

Wednesday, November 10, 2010

12pm to 1pm

KCI- Room TBA

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31mygp0639be361>

## Open Educational Resources: Judy Baker

Wednesday, November 11, 2010

3:30pm to 5pm

Altos Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31cdgos939e8a22>



## Student Centered Learning Environment:

### Steve McGriff

Monday, November 15, 2010

2pm to 3:30pm

Toyon Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31qpmjc5d0dc9fa>

## Supporting Students with Disabilities: Margo Dobbins

Thursday, November 18, 2010

1:30pm to 2:45pm

Altos Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31en5awa8354c25>

## Evaluating Online Courses: Judy Baker

Tuesday, November 30, 2010

2pm to 3:30pm

Toyon Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31cdgndfe05e96d>

## Supporting Returning Veteran's: Jerry Cellilo

Thursday, December 2, 2010

10am to 11:30am

Toyon Room

REGISTER AT THE FOLLOWING LINK 

<http://events.constantcontact.com/register/event?oeidk=a07e31erk6n9a825777>

## SAVE THE DATE

Friday, January 28, 2011

9:30am to 3:30pm

Student Engagement: Persistence, Retention & Success

## INTERESTED IN PRESENTING A WORKSHOP?

Contact Denise Swett at x6952 or [swettdenise@foothill.edu](mailto:swettdenise@foothill.edu).

## Foothill College PaRC FTEF Request Prioritization 4-19-10

### Weighted FTEF Ranking

	Overall Ranking	Total Score
General Counselor in Counseling (Division rank 1 of 1)	<b>1</b>	130
ESL Instructor/Composition Specialist (Division rank 1 of 3)	<b>2</b>	128
Anthropology Faculty (Division rank 1 of 4)	<b>3</b>	127
Chemistry Faculty (Division rank 1 of 3)	<b>4</b>	126
Librarian, Director - 11 months (Division rank 1 of 1)	<b>5</b>	113
English Instructor Composition (Division rank 2 of 3)	<b>6</b>	107
Engineering Faculty (Division rank 2 of 3)	<b>7</b>	83
Psychology Faculty (Division rank 2 of 4)	<b>8</b>	78
Child Development Faculty (Division rank 3 of 4)	<b>8</b>	78
Full Time Counselor in Adaptive Learning (Division rank 1 of 1)	<b>10</b>	75
Music Technology Instructor (Division rank 1 of 1)	<b>11</b>	72
Math Faculty (Division rank 3 of 3)	<b>12</b>	60
Business Faculty (Division rank 4 of 4)	<b>13</b>	51
Chinese Language Instructor (Division rank 3 of 3)	<b>14</b>	42

**N=12**

"Total Score" is the sum of all weighted rankings, where a rank of 1 would be given a weight of 14; a rank of 2 would be given a weight of 13; and so on such that a rank of 14 would be given a weight of 1. The total score sums all the weighted rankings.

"Overall Ranking" is the rank order of all Total Scores. "N" is the number of participants.

IR&P DAP

**Already Approved 4/19/10**

<b>DIV</b>	<b>Dept</b>	<b>DIV PRIORITY</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>MO</b>	<b>SOURCE POS</b>	<b>Notes</b>
Counseling	Counseling	1 of 1	General Counselor	1.00	11	Anderson	
LA	ESL	1 of 3	ESL Instructor/Composition Specialist	1.00	10	Flowers	
BSS	Anthropology	1 of 5	Anthropology Instructor	1.00	10	Gianetto	
PSME	Chemistry	1 of 3	Chemistry Instructor	1.00	10	Ploke	
Library	Library	1 of 1	Library Coordinator	1.00	11	Pierce	
LA	English	2 of 3	English Instructor	1.00	10	Hawkins	

*To be prioritized by PaRC in November.*

**The following list includes #7 - 14 on the approved list dated 4-19-10 as well as new emergency requests submitted this Fall, i.e. (1 ALD, 1 Hist, 1 Music Tech, 2 PE)**

ALD	SPED	1 of 2	INSTRUCTOR	1.00	?		Was Hawkins. Request not completed with numbers. TTW - Transition to Work Program
ALD	SPED	2 of 2	LEARNING DISABILITY SPECIALIST/COUNSELOR/INSTRUCTOR	1.00	?		Request not completed with numbers
BSS	HIST	2 o 5	INSTRUCTOR	1.00	10		Was Pierce
BSS	CHLD	3 of 5	INSTRUCTOR	1.00	10		
BSS	PSYC	4 of 5	INSTRUCTOR	1.00	10		
BSS	BUSI	5 of 5	INSTRUCTOR	1.00	10		
FINE ARTS	MUSIC TECH	1 of 1	INSTRUCTOR	1.00	10		Was Anderson
LANG ARTS	CHIN	3 of 3	INSTRUCTOR, CHINESE	1.00	10		
PE	PE	1 of 1	WOMEN'S SOFTBALL COACH/INSTRUCTOR, PE	1.00	10		Was Gianetto
PSME	PHYS/ENGR	2 of 3	INSTRUCTOR	1.00	10		
PSME	MATH	3 of 3	INSTRUCTOR	1.00	10		

**Other positions submitted not being prioritized by PaRC @ this time.**

CTIS	CAST/COIN	1 of 1	Instructor	1.00	10		
LANG ARTS	ENGL	1 of 4	INSTRUCTOR, ENGLISH COMPOSITION	1.00	10		
LANG ARTS	ENGL	2 of 4	INSTRUCTOR, ENGLISH COMPOSITION	1.00	10		
LANG ARTS	ESL	3 of 4	INSTRUCTOR, ESL COMPOSITION SPECIALIST	1.00	10		
LIBRARY	LIBRARY	1 of 1	LIBRARIAN, REFERENCE	1.00	10		

M. Anderson Notes  
WORKFORCE WORKGROUP  
Five Goals

- a. Continuous Improvement of the Integrated Planning and Budgeting Process:
  - WWG will continue integration with the established resource and allocation structure. Based on Division recommendations WWG will forward proposals to PaRC. WWG will ensure its integration into the allocation structure for not only Perkins funds, but Measure C, Lottery, Fund 14, etc. and then forward its recommendations to OPC.
  - Alternative funding through corporate partnerships and grant allocations were discussed. (See "3.a." regarding the Grants Office.)
- b. Articulation and Career Pathway Development:
  - Within CTE the Apprenticeship Program has established 4 approved degrees with 3 additional degrees pending.
  - The pathway from high school to Foothill to four-year universities was discussed. The Child Development Program is an exemplary model. Foothill is trying to standardize the process for faculty to create articulations with high schools and universities. When an articulation agreement is reached there will be an on-line form to complete. CTE articulation with four-year universities will be a focal point for WWG.
- c. Alignment with Core Missions:
  - There was discussion around establishing a group to explore articulation and how to coordinate with other core mission groups. If a recommendation came from WWG, a meeting to strategize with other work groups is an option, although coordination of the three work groups is not yet clear.
  - A motion for WWG to change its use of language in the case of "Basic Skills" to "College Skills" and "remedial" to "accelerated" was made. Although Foothill established this language two years ago, the change failed to integrate college-wide, due to state and countrywide use of the former.
  - Middlefield now offers a comprehensive set of GE courses to afford students the ability and opportunity to complete their associate degree or fulfill transfer requirements at the satellite campus.
- d. Incorporate Faculty and Staff Development opportunities into the College Professional Development initiative:
  - A recommendation to hold a professional development course on "How to Articulate a Class" was made.
- e. Develop the Workforce Core Mission Plan:
  - The structures and activities of WWG will help develop the Workforce Master Core Mission Plan. WWG planning activities will be included in the Educational & Strategic Master Plan Appendices. Possible appendices to include: A list of high school articulations, a list of Apprenticeship site locations, citing the differences between Apprenticeship, Internship, Cooperative Work Experience, etc.



Office of the President  
Judy C. Miner, President  
(650) 949-7200, (650) 949-7201 (voicemail)  
(650) 948-4244 (fax), [minerjudy@foothill.edu](mailto:minerjudy@foothill.edu)

To: PaRC

From: Judy C. Miner

Date: November 8, 2010

Re: Teaching and Learning Center Taskforce

Last spring the college skills committee presented its findings from its work surveying and visiting teaching and learning centers around the state. The committee recommended that the President convene a subcommittee of PaRC that would solicit broad, college-wide input into the creation of a centralized teaching and learning center in the 3600 building.

I am accepting the recommendation to create a Teaching and Learning Center Taskforce and requesting that the membership of the Taskforce be comprised of stakeholders from across the campus, including representatives from the divisions, EOPS, Pass the Torch, and the Tutorial Center. This taskforce will have three charges:

- 1) Determine the kind and scope of the programming in the 3600 building for when it is remodeled.
- 2) Work with the building designers to ensure that the remodeled building is capable of accommodating the desired programming.
- 3) Recommend to PaRC and the President how the teaching and learning center should be staffed and administered, including requests for resources.

## FOOTHILL COLLEGE SUSTAINABILITY COMMITTEE

### Mission Statement

The mission of the Foothill College Sustainability Committee is to take a leadership role in promoting, developing and modeling sustainability initiatives for students, staff, faculty and other public entities that are served by the College. Sustainability concepts will be incorporated into the academic and daily affairs of the college, minimizing the college's impact on the environment, and providing opportunities for, and encouragement of, student leadership roles in the endeavor.



## Foothill Community College Policy on Sustainable Practices

Foothill College's primary mission is to educate students. To enhance the curriculum and learning opportunities, Foothill College will strive to model exemplary sustainable practices that will become a part of our students' everyday lives as they progress through the educational system and begin their careers. The sustainability efforts are committed to minimizing the College's impact on the physical environment, to be accountable for our actions and provide guidance for our future endeavors. The College President shall appoint a Sustainability Committee composed of representatives of stakeholder groups from the College community. To achieve Foothill's goals, the Sustainability Committee will develop priorities and implement decisions regarding sustainability practices.

### Sustainability Committee Structure

The Sustainability Committee's primary responsibility is to develop a Sustainability Management Plan (SMP) which will outline goals, implement programs, monitor and evaluate results, and provide an annual report to the President. The SMP will be an integral part of the Foothill Educational Master Plan. As part of the reporting process, the committee will examine past practices and revise and redefine parameters as necessary to produce meaningful data.

Implementation of action plans will focus on the following six areas:

- Green Building - Incorporate the principles of green building into new capital projects and renovation projects
- Community & Civic Engagement - Promote awareness and education
- Reduction of Hazardous & Solid Waste – Decrease volume of waste generated and minimize the amount of hazardous and solid waste sent to landfills
- Transportation, Energy Conservation & CO2 Reduction – Research alternate energy sources, track, report and minimize greenhouse gas emissions and energy use
- Water Use - Minimize resource use through ecologically responsible landscape
- Procurement – Modify College's purchasing processes and procedures to meet sustainability objectives.

The Committee and sub-committees may appoint additional members. The Committee shall meet as a whole at approximately once per month. All terms are two years, with the exception of the student member(s), whose term shall be one year; there are no term limits. Sub-committees shall be appointed, and meet, as necessary.

The President shall review the scope and structure of the Sustainability Committee every 3 years. With this commitment, a viable "road map" and annual reporting to the President, Foothill College is in position to move sustainably through the 21st century.

**Foothill College**  
**CLIMATE ACTION PLAN**  
**December 2009**

**Authors**

**M. Casey**

**R. Cormia**

**B. Davis-Visas**

**S. Schmidt**

## **INTRODUCTION**

Foothill-De Anza Community College District's past Chancellor Martha Kanter, and Foothill College President Judy Miner, signed the American College & University President's Climate Commitment (ACUPCC) along with 600 other signatories in an effort to address global warming by pursuing climate neutrality for their campuses and developing the expertise of their faculty, staff and students to help society do the same. There are two colleges within the Foothill-De Anza Community College District (District): Foothill College (Foothill) and De Anza College (De Anza). The District, in addition to the ACUPCC commitment, additionally supports California's S-3-05 and AB32 bills. Foothill committed within two years to develop and begin implementing a plan to accomplish carbon neutrality. Within one year of signing the commitment, all signatories pledged to begin measuring and publicly reporting their GHG emissions inventory.

This document will describe the efforts of Foothill in developing both a sustainability mission statement and sustainability working group, and specific efforts in our Climate Action Plan to reduce energy use and greenhouse gas emissions.

The Foothill College Sustainability Committee (Committee) was convened April 9, 2007 at the request of Chancellor Kanter and President Miner in response to our ACUPCC commitment. Prior to this commitment, a handful of staff and faculty engaged in various "green activities" on campus, such as recycling coffee grounds for composting, paper collection and reuse, and performing small scale refuse and recycling audits. Representatives from the various shared governance groups were requested. The resulting committee consisted of the Director of Facilities (as chairperson), and included one staff representative, one classified representative, two faculty representatives, the Director of Maintenance and Plant Services, and the Special Assistant to the President. Sustainability Coordinator duties were added to the job description of the Special Assistant to the President effective Fall 2009.

The first task of the Committee was the development of a Mission Statement. Once accomplished, the Committee set to work to create a campus Sustainability Policy. During this time, the District was also revising Board Policy 3214 to align their sustainability policy with both Foothill and De Anza.

In September of 2008, the District and Foothill held their respective Opening Day activities, with Sustainability as a key theme for both. On September 18, the District held a panel discussion to introduce sustainability issues to the faculty and staff. Panel participants from Foothill included Robert Cormia (Faculty), Charlotte Thunen (Faculty), and Sarah Snow (Foothill Student Trustee). Sarah Snow presented the initial results of the GHG audit performed in summer 2008. At Foothill Opening Day on September 19, the theme was "One College, One Community, One World," and the Committee hosted a table, with green promotional items and information available, as well as a signup sheet to participate in future sustainability efforts. As a result of that recruitment effort, the Sustainability Committee membership now comprises six steering members, 12 faculty representatives, 15 staff representatives, three administrators and three student representatives from the Foothill Environmental Technology Club. Two of the members also report to the Academic and Classified Senates with monthly updates from committee meetings. Monthly meeting minutes are recorded with copies distributed to the President's Cabinet. A Sustainability website has been created and monthly meetings and sustainable events are posted, along with green tips and other pertinent information. As the committee began to work on the Sustainability Management Plan for the campus, six focus areas emerged: Awareness/Civic Engagement; Hazardous & Solid Waste Reduction; Water Conservation; Transportation,

Energy Conservation, Efficiency & CO<sub>2</sub> Reduction; Green Procurement; and Green Building & Construction. Issues and initiatives within the six categories are brought to the monthly meetings for discussion, review, implementation or resolution. As part of the committee's work around a Sustainability Management Plan, elements from the plan are being incorporated into our upcoming Educational and Strategic Master Plan that will be finalized in Fall of 2010. Comprehensive reviews of the Sustainability Management Plan are anticipated every three years with minor revisions yearly. Progress will be tracked through annual reports to the Foothill President and the ACUPCC.

The Foothill Climate Action Plan dovetails with the Transportation, Energy Conservation, Efficiency, and CO<sub>2</sub> Reduction section of the Sustainability Management Plan. Foothill conducted its first greenhouse gas emissions (GHG) audit and report in August 2008. Per the ACUPCC commitment, this audit and report will be repeated every two years. The 2008 GHG audit/report will be the baseline for future improvements and interim targets for the reduction of GHG emissions.

On June 1, 2005, Governor Arnold Schwarzenegger signed S-3-05, an Executive Order stating that California will reduce Greenhouse Gases to specific targets to avoid future catastrophic climate changes. AB32 is the Global Warming solution Act of 2006 and gives California the authority to regulate Greenhouse gas emissions as follows:

- by year 2010 greenhouse gases will be reduced to the year 2000 levels
- by year 2020 greenhouse gases will be reduced to year 1990 levels
- and by year 2050, 80 percent below year 1990 levels

Foothill performed a GHG inventory using the Clean Air Cool Planet process, and submitted these results to AASHE in the fall of 2008. The following year, the District developed an approach for measuring, managing, and reducing GHG emissions to 2000 and 1990 levels. During the period of 1990 to 2010 and beyond, the District has embarked on a series of renovations of existing buildings as well as the construction of new buildings, which has increased Foothill's 'building footprint' by almost 50 percent. Deploying energy efficiency measures in the late 1990s reduced our energy use per square foot by 20 percent, with minimal gain of energy/emissions per full-time student load (FTES). We are in the middle of ongoing construction, with plans to address energy efficiency, monitoring and management through renovation and additional technology, including state of the art building monitoring and significant addition to onsite PV (photovoltaic) electrical generation.

The District's energy use and GHG emissions, shown in Appendix 1, are typical of noncommercial service organizations, where 50 percent or more of stakeholder emissions are attributable to transportation, i.e., Foothill is a 'commuter school.' Buildings built before 1978 were not designed with conservation and energy savings in mind. Forthcoming legislation in California will require all new buildings beginning in 2020 to be built utilizing 'net zero energy.' New buildings will follow LEED building design (Leadership in Energy Efficiency and Design), and additionally be separately metered to monitor, regulate and reduce energy and water use. The District has committed to incorporate LEED engineering principles in all new construction, which will lower energy use, emissions, and future operating costs for the District.

Regional studies by Sustainable Silicon Valley (SSV), Joint Venture Silicon Valley, and the California Climate Action Registry (<http://www.climateregistry.org/>) indicate the major cause of regional green house gas emissions is transportation, with natural gas and electricity use in buildings the second largest contributor. Towards that end, a significant component of future GHG reduction will entail a comprehensive transportation plan for employees and students. California has made energy efficiency a primary goal for both reducing energy use and controlling greenhouse gas emissions. California no longer burns coal, but during periods of peak demand will purchase electricity from out of state where coal comprises a significant portion of electrical generation. California produces 50 percent of its natural gas and electrical energy resources, and purchases the remainder from the United States, Canada and Mexico.

## CLIMATE COMMITMENTS

We live in an era of numerous 'climate commitments', including Sustainable Silicon Valley's (SSV) commitment to reduce energy use and GHG emissions, California's landmark climate legislation AB32, and ACUPCC, with reduction targets similar to both SSV's and AB32. These commitments are both qualitatively and quantitatively similar to the Kyoto Protocol, which while the United States did not sign, serves as a guide for reduction targets to the above climate

commitments. Notably, the District is unique among the 100 SSV signatories, in that the District is the only one to actually have several years of past energy data from which we can both baseline and benchmark our progress internally and comparatively to organizations similar in size and shape.

The ACUPCC identified seven tangible actions that could have immediate impact. Foothill College has chosen to pursue the following actions.

1. All new campus construction will be built to the U.S. Green Building Council's LEED silver standard or equivalent.
  - Foothill is currently in the process of design and construction of our new Physical Science & Engineering Center, and is seeking LEED silver standard certification. Both the Foothill and the District Sustainability Plans have included provisions regarding new buildings meeting or exceeding LEED standards.
2. Adopt an energy-efficient appliance purchasing policy requiring purchase of ENERGY STAR certified products in all areas for which such ratings exist.
  - Foothill has included provisions for purchasing or replacement of appliances to be specified as Energy Star rated whenever available, as a part of the Green Procurement section of it's Sustainability Management Plan.
3. Encourage use of and provide access to public transportation for all faculty, staff, students and visitors at our institution.
  - Foothill is serviced by Santa Clara Valley Transportation Authority (VTA) bus routes. As part of a comprehensive Transportation Plan currently in development, Foothill is seeking ways to encourage and increase ridership to and from campus on mass transit. The Committee is working with VTA to look closely at ways of increasing/improving bus routes and encourage ridership. Foothill is considering the adoption of an internet-based rideshare program and has implemented a monthly raffle to incentivize faculty and staff to carpool. Additionally, Foothill is in the process of raising funds for a new multiuse path to be used by pedestrians and bicyclists.
4. Within one year of signing this document, begin purchasing or producing at least 15 percent of our institutions electricity consumption from renewable sources.
  - Foothill's second installation of Photovoltaic solar panels has been installed in Parking Lot 1H. Planning is underway for further Photovoltaic installations on campus.

The following recommendations were not feasible for Foothill to undertake at this time, however, they will be reviewed and implemented if/when practical.

1. Establish a policy of offsetting all greenhouse gas emissions generated by air travel paid for by our institution.
2. Establish a policy or a committee that supports climate and sustainability shareholder proposals at companies where our institution's endowment is invested.
3. Participate in the Waste Minimization component of the national Recycle Mania competition, and adopt 3 or more associated measures to reduce waste.

## A TEN POINT PLAN

Foothill and De Anza have both implemented energy-saving projects and created and implemented strategic master plans since the inception of the institutions. Rising energy costs, shrinking budgets, campus growth and recently enacted legislation make developing a strategy for cutting carbon emissions extremely challenging but very necessary. Foothill will address its GHG emissions through a ten-point multidimensional program which includes energy efficiency and retrofitting, a comprehensive transportation plan, smart campus technology (VMT/trip reduction), installation of additional onsite photovoltaic energy sources, sourcing cleaner electricity (wind/PPA), investing in carbon sequestering projects (carbon offsets), and waste stream and supply chain management (procurement).

Details of the plan are discussed below, followed by a summary of our energy and GHG audits, plans to implement the CAP, monitor energy use, and track performance against GHG reduction targets.

## **1. Energy Efficiency and Retrofitting**

Energy efficiency and retrofitting will unfold over the period of the next three to five years, and is dependent on California State budget conditions. Investment in energy efficiency projects will continue as part of the campus renovation master plan (Measure C), including installation of additional onsite photovoltaic systems. Foothill retained Chevron Energy in the late 1990s to help with an EMS/BMS (Energy Management System/Building Management System), resulting in significant energy reduction in the late 1990s. Additional energy efficiency projects will build on the current EMS/BMS, including replacing inefficient HVAC systems, adding insulation and improving window glazing, and implementing new electrical energy technology (ILT). Projected energy and emission savings are estimated at 10 to 15 percent of current electrical and natural gas use.

## **2. Smart Energy / Demand Response (DR)**

Foothill is currently engaged in planning a campus-wide smart-metering effort, reporting building by building energy use, enhancing energy efficiency retrofitting efforts, optimizing our EMS/BMS efforts, which will provide the ability to monitor and manage heating and cooling with better precision. These meters will eventually integrate bidirectional and demand-response (DR) capabilities. Incremental energy and emission savings, when coupled with retrofitting projects, are estimated at 5 to 10 percent of current electrical and natural gas use.

## **3. Comprehensive Transportation Plan**

Foothill has begun an effort to develop a comprehensive transportation plan for employees and students, focused on ride sharing, trip reduction, and alternatives to personal vehicle use. Foothill conducted an informal survey of student driving in fall 2007, which yielded driving habits of our on campus / 'traditional' student. This data was used to calibrate our statistical / zip code analysis of student registration records, used to estimate 'Scope 3 GHG emissions' for the President's Climate Commitment (ACUPCC). The survey was repeated in fall 2009 using both on campus and electronic data collection (Web survey). Foothill College is in the process of adopting an internet based ridesharing portal with a goal of increasing ridesharing from an estimated 20 percent to a range of 30 percent (often) to 40 percent (often or frequent). Student driving accounts for roughly two-thirds of total GHG emissions, hence a reduction of 10 percent student driving (not including trip reduction) would reduce total College GHG emissions by roughly 6 percent.

## **4. Smart Office Technology**

Following the lead of De Anza College, Foothill will begin integrating 'smart room' technology in all new buildings starting in 2010-11. These efforts will include integrated wireless networking, projector, and audio/video capture technology in larger conference rooms, meeting areas, and lecture rooms. The goal of these efforts is twofold; first, to 'capture' meetings and presentations for later playback and distribution, and archiving and second, to facilitate participation by a broader audience through real-time teleconference capabilities. This increases productivity for faculty, staff, and administrators, who often must juggle meeting conflicts and will help to either reduce trips to campus, and/or add flexibility to daily schedule, allowing more ridesharing opportunities. Additionally, this technology may be integrated into office/workflow, allowing staff and administrators to more easily 'telecommute', e.g., as part of a 'flex Friday' policy, enabling employees to work a reduced schedule while ridesharing. Flex Friday's encourage ride sharing and also allow the EMS/BMS to begin reducing HVAC in the early afternoon on Friday. Estimated energy/GHG reduction is initially 2 percent of employee VMT (vehicle miles traveled), with an eventual goal of 5 percent employee VMT reduction.

## **5. Enhanced Video Classroom / iTunesU (VMT reduction)**

Foothill is planning a pilot program to capture audio/video from classrooms, to allow playback of lectures for students who miss a lecture or class meeting, or who plan to 'attend' a lecture 'remotely' as part of 'web enhanced' classroom delivery strategy. Audio/video capture may later transition to a pilot iTunesU project – enhancing both traditional and online education, and reinforcing the development of 'hybrid classrooms' – where students fill a larger section and participate both remotely and in person.

## **6. Source Clean Electricity**

In addition to procurement of fixed photovoltaic (PV) energy systems, Foothill will explore purchasing energy which combines lower carbon content, through an enhanced Renewable Portfolio (or a PPA with a remote Renewable Energy provider), and carbon offsets. Pacific Gas and Electric offers a carbon offsetting product, ClimateSmart™, which if bundled with a lower carbon electricity product, could help colleges reduce the amount of Scope 2 (electrical) emissions to offset.

## **7. Photovoltaic and Cogen Onsite Electricity Production**

Foothill College installed 100KW of PV electrical capacity in the early period 2001-2002 and in June 2009 contracted with Chevron Energy to install an additional 400KW on premises, adding to the initial 100KW installed as shaded parking lot structures. This additional electrical generation will produce about 600,000 KwHrs annually, about 10 percent of annual electrical use. This additional electrical generation will offset a total of 720,000 pounds of CO<sub>2</sub> annually, about 10 percent of total Scope 1/Scope 2 emissions. Foothill also operates four 60KW Micro turbines, producing onsite electrical generation with enough waste heat to heat the campus swimming pool.

## **8. Invest in Carbon Sequestering and Renewable Energy**

Foothill will work with PG&E to develop a plan to offset our ‘delivered’ electricity regardless of contract source. Our intention is to evaluate ClimateSmart™ offsets as part of a ‘bundled energy solution’ which might include lower carbon content, perhaps through an RE-PPA enhanced RPS contract. Given the size of the California Community College system, and service territory of PG&E in Northern California, a combination of California offsets (carbon sequestering projects maintained in California) and Renewable Energy (RE) added to California’s installed base, purchased as a ‘REC’ (renewable energy credits), might be the most affordable and cost effective way for Colleges and Universities to offset GHGs in a protracted and restricted budget environment.

## **9. Waste Stream Minimization**

Foothill is working on enhancing onsite recycling, composting, and waste stream minimization, through both general awareness and using a small cadre of students in a Green Academy. We currently defer about 65-70 percent of waste, with a goal of 75 percent reduction by 2012-2013. We are evaluating a more aggressive ‘sifting’ of recyclables from waste dumpsters.

## **10. Supply Chain Management**

Foothill is working with vendors to source the least carbon intensive products and process, and requesting that vendors state the carbon content of products they sell/deliver to us, and their plans to reduce carbon content.

# **ENERGY AND GHG AUDIT RESULTS**

The goal of the President’s Climate Commitment (ACUPCC) is two-fold, first to reduce energy related GHG emissions, and second to offset those emissions. In the discussion above we described our ten point plan to reduce and offset GHG emissions. In the following section we will show how this plan will unfold over time, and specifically, meet the numerical target emission reductions specified in the ACUPCC.

Simply attempting to reach energy/emission reductions avoids the value of understanding the relationship between and among raw energy use, building evolution, and service (product/output). In this section of the report, we describe our multidimensional analysis of electricity and natural gas use, total building envelope (sq. footage) and student population (headcount and FTES). Table 1 shows electrical and natural gas use for Foothill and the District (same meter). Using factors from PG&E, we converted KwHrs (electricity) and therms (natural gas) to carbon dioxide (CO<sub>2</sub>) the primary greenhouse gas warming the atmosphere. Included in Table 1 is the square footage (gross and assigned) for each campus, headcount, (total number of students served) and FTES (a measure of total student contact hours, and thus a proxy for total time students would be on campus).

These data immediately show one surprising result – there is no immediate or obvious correlation between the number of students served (FTES), or contact hours (student time on campus) with either electrical or natural gas use. In fact, there are three trends, shown in Figure 2, which shows a negative correlation among these variables, i.e., energy use went up in the mid 1990s as student headcount decreased, and energy declined, significantly, in the early 2000s as

student head count increased. In the last few years, energy has increased again while student headcount has stabilized to a norm of about 30,000 FTES. These trends occurred on both campuses, both simultaneously and independently of each other, making interpretation of the data analysis even more interesting.

These results suggest that changes in energy use are primarily driven by changes in the number, size and energy management of buildings, rather than student enrollment. During the late 1990s a number of buildings were taken offline for remodeling and retrofitting, and additionally an EMS/BMS was installed. The addition and subtraction of square footage, combined with addition of new HVAC systems, didn't begin to 'equilibrate' until the period of 2005-2007, including new buildings entering service in 2007-2008. As such, there appears to be no reliable or single metric during the period from 1991-2007 from which energy use can be accurately predicted. However, three conclusions can be drawn from analysis of these results.

- First, the addition of EMS/BMS in the late 1990s had a significant impact in reducing energy, and those efforts need to be revisited during the current period of 'new building' and recommissioning.
- Second, the addition of both square footage and HVAC will trend energy use higher in both summer and winter, hence the addition of individual building meters, and enhanced smart energy systems, will be required to optimize the use of energy integral with master scheduling systems (classrooms, students, etc.).
- Third, addition of PV energy systems will be essential for 'peak shaving' of air-conditioning load as temperatures continue to rise (see Global Climate Change Impacts in the United States).

It is not enough to reduce student trips to campus to decrease the GHG emissions per student learning output, we must manage our buildings wisely. Smart energy systems are the best solution for that challenge, and fortunately the District is at the center of a geographical nexus focused on that problem. Over the next three to five years, integrating 'energy analytics' to smart metering with our EMS/BMS systems should allow the District to bring electrical energy use back down to 1990 levels, even with the addition of square footage, and greater use of HVAC. Investment in LEED buildings, which use natural ventilation in addition to HVAC, and additional PV electrical generation, will be a key component of that strategy, and protect the District from escalating electrical prices in future decades.

As we continue to grow in headcount and much of it in distance (online) and hybrid (partially online) instruction, it is likely that our 'energy productivity' will be close to our early 1990 levels, when student enrollment was higher and HVAC use was lower. As we gain access to lower carbon electrical energy products, including solar PPAs (Power Purchase Agreements), our electrical GHG emissions will decrease. Combining energy efficiency, onsite PV electrical production, with a lower carbon intensity electrical product, will lower electrical GHG emissions to approximately 1990 levels. Natural gas use can be reduced 10% through combined efficiency and EMS/BMS measures. Mitigating transportation emissions will be the larger part of our emission reduction plan. Developing a comprehensive transportation plan, including a ridesharing portal, smart campus technology and flexible block scheduling (hybrid instruction) has the potential of reducing petroleum emissions by roughly 20 to 30 percent.

The climate plan described above addresses Scopes 1 (onsite) 2 (electrical) and 3 (indirect / transportation) by reducing roughly 20% of current levels, bringing the District and both colleges close to 1991 energy use. Reducing emissions beyond that would require purchase of low carbon solutions for both electricity and natural gas, which might be accessible through group energy purchases through the Community College League of California (CCLC). Offsetting carbon (GHG) emissions is straightforward, and Scopes 1 and 2 (natural gas and electricity) can be addressed through mechanisms similar to PG&E ClimateSmart™, which could be financed as easily as a \$1 per quarter donation should students choose to engage this effort. Most importantly, the District will lead by example, integrating smart energy and technology solutions that enhance service delivery while decreasing both energy and GHG emissions. We are at the center of the emerging clean and green technology economy, and embrace the many opportunities to visibly participate in this effort.

## MANAGING ENERGY

In developing the Climate Action Plan (CAP), it was almost immediately evident that returning to our gross energy baseline of 1991 wasn't realistic given the almost 50% increase in building footprint (487,000 sq ft in 1991 to 680,000 sq ft in 2015). Following the directive of the California Community College Chancellor's Office, Foothill has reported energy use per square foot, in BTUs, as a common measure of both energy use and comparative efficiency. Annual energy use in BTU per square foot are reported in (Table 1.2) for calendar years 1991-2009, and estimated for calendar years 2010-2015. These values are derived from standard energy conversion (3,412 BTU per KwHr and 100,000 BTU/therm), and serve as both a standard measure of internal energy use, independent of new construction, and additionally as a benchmarking tool for comparison with other colleges and universities. Estimates of BTU/square foot are also more realistic in projecting future total energy use, as trends from previous years are better integrated into current and future estimates, and aggregate energy use will be more realistic, helping in developing better budgeting tools for future energy expenses. (Additionally helping to plan strategic investments in energy efficiency and renewable energy) These data show that Foothill College will likely return to the 1991 'energy intensity footprint' of 100,000 BTU per square foot / year by 2015, which is, by comparison, a reasonable value for colleges of our size, scope, and location.

## FOOTHILL'S HISTORIC DATA TABLE 1.1

Academic Year	Electricity (Kw/Hrs)	Gas (Therms)	Electricity GHGs	Gas GHGs	Total GHGs	Tons GHG	Sq Ft (includes District)
1991-1992	6,493,091	311,463	3,895,855	3,644,120	7,539,975	3,770	367,055
1993	6,350,400	320,679	3,810,240	3,751,944	7,562,184	3,781	367,055
1994	6,403,200	339,751	3,841,920	3,975,087	7,817,007	3,909	367,055
1995	6,643,200	358,908	3,985,920	4,199,224	8,185,144	4,093	367,055
1996	6,352,800	240,859	3,811,680	2,818,050	6,629,730	3,315	367,055
1997	6,981,600	317,421	4,188,960	3,713,826	7,902,786	3,951	367,055
1998	7,312,800	395,436	4,387,680	4,626,601	9,014,281	4,507	367,055
1999	7,370,062	443,068	4,422,037	5,183,896	9,605,933	4,803	367,305
2000	7,475,188	341,564	4,485,113	3,996,299	8,481,412	4,241	367,305
2001	6,636,229	251,626	3,981,737	2,944,024	6,925,762	3,463	385,993
2002	6,155,964	241,348	3,693,578	2,823,772	6,517,350	3,259	385,221
2003	6,234,991	242,383	3,740,995	2,835,881	6,576,876	3,288	383,707
2004	6,466,556	250,863	3,879,934	2,935,097	6,815,031	3,408	382,022
2005	5,830,864	241,953	3,498,518	2,830,850	6,329,369	3,165	383,859
2006	4,283,862	392,052	2,570,317	4,587,008	7,157,326	3,579	347,995
2007	4,881,036	453,826	2,928,622	5,309,764	8,238,386	4,119	349,033
2008	6,031,808	558,891	3,619,085	6,539,025	10,158,110	5,079	427,924
2009	6,654,876	454,990	3,992,926	5,323,383	9,316,309	4,658	427,924
2010 (est.)	6,676,881	338,514	4,006,129	3,960,614	7,966,742	3,983	427,628
2011 (est.)	6,300,000	500,000	3,780,000	5,850,000	9,630,000	4,815	427,628
2012 (est.)	6,300,000	500,000	3,780,000	5,850,000	9,630,000	4,815	427,628
2013 (est.)	6,500,000	550,000	3,900,000	6,435,000	10,335,000	5,168	539,945
2014 (est.)	6,500,000	550,000	3,900,000	6,435,000	10,335,000	5,168	539,945
2015 (est.)	6,500,000	550,000	3,900,000	6,435,000	10,335,000	5,168	539,945

## FOOTHILL HISTORIC ENERGY INTENSITY TABLE 1.2

Academic Year	Electricity (KwHrs)	Gas (Therms)	BTUs	Square Ft. (estimated)	BTU/sq ft	GHG/sq ft
1991						
1992	6,493,091	311,463	5.33E+10	487,000	1.09E+05	15.48
1993	6,350,400	320,679	5.37E+10	487,000	1.10E+05	15.53
1994	6,403,200	339,751	5.58E+10	487,000	1.15E+05	16.05
1995	6,643,200	358,908	5.86E+10	487,000	1.20E+05	16.81
1996	6,352,800	240,859	4.58E+10	487,000	9.40E+04	13.61
1997	6,981,600	317,421	5.56E+10	486,737	1.14E+05	16.24
1998	7,312,800	395,436	6.45E+10	486,737	1.33E+05	18.52
1999	7,370,062	443,068	6.95E+10	486,737	1.43E+05	19.74
2000	7,475,188	341,564	5.97E+10	486,737	1.23E+05	17.43
2001	6,636,229	251,626	4.78E+10	533,342	8.96E+04	12.99
2002	6,155,964	241,348	4.51E+10	533,342	8.46E+04	12.22
2003	6,234,991	242,383	4.55E+10	537,771	8.46E+04	12.23
2004	6,466,556	250,863	4.72E+10	541,472	8.71E+04	12.59
2005	5,830,864	241,953	4.41E+10	545,738	8.08E+04	11.60
2006	4,283,862	392,052	5.38E+10	494,941	1.09E+05	14.46
2007	4,881,036	453,826	6.20E+10	497,023	1.25E+05	16.58
2008	6,031,808	558,891	7.65E+10	544,176	1.41E+05	18.67
2009	6,654,876	454,990	6.82E+10	626,704	1.09E+05	14.87
2010	6,676,881	338,514	5.66E+10	621,208	9.12E+04	12.82
2011	6,300,000	500,000	7.15E+10	621,208	1.15E+05	15.50
2012	6,300,000	500,000	7.15E+10	621,208	1.15E+05	15.50
2013	6,500,000	550,000	7.72E+10	711,469	1.08E+05	14.53
2014	6,500,000	550,000	7.72E+10	711,469	1.08E+05	14.53
2015	6,500,000	550,000	7.72E+10	711,469	1.08E+05	14.53

1991/92 Levels

Pre 91-Levels



# Technology Master Plan

2010-2015

# Foothill College Technology Master Plan, 2010-2015

Draft November 9, 2010

## Kurt Hueg, Author

*Associate Vice President of External Relations  
Co-Chair, Technology Task Force*

## Technology Task Force Co-Chairs and Plan Contributors:

### Judy Baker

*Dean of Technology and Innovation*

### Pam Wilkes

*Instructor, Library Technology*

### Karen Oeh

*Coordinator, Career Center*

### Fred Sherman

*Vice Chancellor of Technology and Research*

## Purpose, Mission and Function of the Technology Master Plan

The Foothill College Technology Master Plan creates the foundation for college-wide decision making and goal setting for technology planning, purchases, implementations, and policy-making. Through the input of college program reviews and the resource request process, the plan also identifies college priorities for technology purchases and implementations. This information then informs the Foothill-De Anza Community College District Technology Plan.

The Mission of the plan is to improve student learning, engagement and retention and organizational innovation, entrepreneurship and efficiency, through the use of technology. The Technology Plan is an integral part of both the Foothill College Integrated Planning and Budget Process and the Foothill De Anza Community College District Master Plan. The plan is informed by program review plans completed at Foothill College and through the shared governance process of the Tech Task Force, and the Planning and Resource Council (PaRC).

As a community of scholars serving a diverse population of students, Foothill College uses technology to provide access to outstanding educational opportunities, to facilitate access to services and resources and to support and improve student learning and success. The technology plan describes how we use technology to support our goals as defined by our college mission.

The technology plan outlines our planning process for technology purchases and acquisitions, our way of assessing the technology needs of faculty and students to support learning, and identifies how we support faculty and students through training and in the use of the technologies the college and district adopt and support.

Understanding that predicting future technology needs is an imprecise science due to the quickly changing nature of the industry, we endeavor through this plan to position ourselves to meet the needs of the future, in terms of emerging trends and new technology.

## **Vision and Goals for 2010-2015**

Foothill College begins its technology plan with the following vision and goals for 2010-2015. Understanding that this plan is intended to provide a general framework for defining institutional planning and organization around technology, we seek outcomes that improve student learning and improve our overall college operations. Through the processes and activities outlined in this plan, we seek to accomplish the following goals in the next five years:

### **Draft Technology Goals for Foothill College 2010-2015**

1. Deploy technology to create a more dynamic learning environment;
2. Meet students' expectations for access to informational resources, the Internet and support for computing devices;
3. Provide high-quality learning environments supported by technology
4. Reach the cutting edge of higher educational computing and technology deployment to support students;
5. Offer the highest quality online learning tools/systems for students and faculty;
6. Ensure all students have access to technology to provide student equity in the learning environment.

## **Master Plan Overview**

The Foothill College Technology Master Plan 2010-2015 defines how technology is integrated with college-wide planning processes, how the college makes decisions around technology purchases and implementations and how the college uses technology as part of a high-quality learning environment, to support student achievement and student success. This plan is an appendix to the Foothill College Educational Masterplan, and to the Foothill-De Anza Community College District Educational Technology Services (ETS) Master Plan.

1. Introduction: Foothill's goal of leadership in technology innovation in higher education and vision for the role of technology in supporting an innovative and inspiring learning environment for students—Our past accomplishments, current initiatives and goals for the future.
2. The integration of technology planning and decision making into the Foothill Strategic Planning Process— The Tech Task Force and its role in the integrated planning model at Foothill College. How program review and institutional planning form the basis of college priorities for technology implementations, acquisitions and initiatives. The role of the District technology organization and how it supports college activities, and how the college interacts with and informs district priorities.
3. Technology and its Role in Supporting Student Learning at Foothill College. Distance Education and the Foothill Global Access program.
4. Infrastructure and Organization: How Foothill creates and maintains a technology infrastructure that is consistent, safe, and reliable.
5. Training: how Foothill and the District technology organizations train its students, faculty and staff on the technology it supports.
6. Assessment: How Foothill College ensures that technology needs of students, faculty and staff are identified and met through surveys, program planning, SLOs, AUOs and other methods.
7. Priorities and Positioning for the Future: A brief overview of current project priorities and how we position our college to meet the needs of the future.
8. Appendixes and related documents: Distance Education Plan, District Technology Survey.

# Executive Summary

## 1. Introduction and History

Since its founding in 1957 with the mission of "Educational Opportunity for All" Foothill College has sought to create a new standard in community college higher education. Located in the heart of Silicon Valley, several miles from Stanford University and techno-historical sites such as the Palo Alto garage where Bill Hewlett and Dave Packard founded HP in 1939, Foothill College has always included technology as an integral part of the learning and teaching environment. In 1995, Foothill College faculty member Michael Loceff, authored the first online class taught in the California community colleges, Programming in C++. Later, Loceff would help create Foothill's own course management system, Etudes (Easy To Use Distance Education System).

Through the support and innovation of Foothill faculty members, Foothill quickly became the Bay Area leader among community colleges offering online classes. Under the leadership of President Bernadine Fong, Foothill continued to innovate in course management system, in 2003 entering into a partnership in the Sakai Project with Stanford University, an open source course management platform. Foothill online classes were migrated in 2005 from Etudes Classic to Etudes-NG (Sakai platform), providing a new level of support and service to faculty and students. Under the leadership of Dean of Technology and Innovation Judy Baker, Foothill continues to offer the most robust selection of online classes among Bay Area community colleges, and through the support of the Hewlett Foundation, has emerged as a national leader in the support and development of open education resources, commonly known as open-source textbooks.

Measure C: In 2006, voters in the Foothill-De Anza Community College District approved Measure C, a \$490 million bond to support new construction, renovation, and funds to upgrade district technology. The bond funds have enabled Foothill and De Anza to meet the needs of students, faculty and staff in terms of classroom technology, personal computing and technological infrastructure, in a way it never could before. As part of this funding, in 2009-10 the Foothill-De Anza Community College District was able to replace its aging enterprise resource program SIS+, with Banner, an ERP product offered by Sungard Higher Education. The Banner implementation process continues in Fall 2010, and resources have been stretched thin as new registration, finance, human resource and portal systems have been implemented to date.

In 2010, Foothill College is well positioned to meet the needs of the future as it looks to the completion of its wireless network across campus, the renovation of classrooms not completed under Measure E, the construction of the new Physical Sciences and Engineering Complex beginning in Fall of 2011 and the upgrade of existing classrooms with high-quality audio visual and instructional computing. The college just recently updated its entire website, and is looking to include mobile computing devices in its strategy to push information to students, faculty and staff.

## **2. Technology and the Strategic Planning and Budget Process**

Foothill integrates technology planning with college planning through its institutional planning model and through its primary technology-based shared governance committee, the Technology Task Force. The Tech Task force is chaired by the Associate Vice President of External Relations, The Dean of Technology and Innovation, the Academic Senate representative and the Classified Senate Representative. The college has a Distance Education Advisory Committee, to address distance education specifically. This will be outlined in section three.

In the 2009-10 academic year, Foothill College implemented a new integrated planning and budgeting model, to improve college-wide participation in the planning process and to align program review, student learning outcomes and assessment, with the decision-making and budgeting groups on campus. The new structure includes the Planning and Resource Council (PaRC) as the ultimate authority for college planning and decision-making. The PaRC is made up of representatives from college governance groups including the Academic Senate, Classified Senate, employee unions and representatives from instructional and student services working groups such as the Basic Skills Task Force, the Transfer Advisory Committee and the Workforce Advisory Group.

**2a. The Technology Task Force:** How college needs are identified, communicated and prioritized and how college decisions about technology purchases, services, facilities, and hardware/software standards are made in the integrated planning model.

The Technology Task Force (TTF) is an auxiliary shared governance group that reports to PaRC and includes membership from the Academic Senate, Classified Senate, District ETS organization, administration, distance education representatives, faculty and staff technology practitioners and specialists. In addition to this college-based group, the Vice Chancellor of Technology for the Foothill-De Anza Community College District, convenes a district-level technology committee, named the Educational Technology Advisory Committee (ETAC), which includes membership from all employee groups and the chairs of the TTF.

Under the authority of PaRC and under the guidance of the District Technology Organization ETS, the TTF provides a forum for informing overall District technology planning, supervises and is responsible for drafting the college technology plan, decision-making and goals, and creates a forum for college decision making, planning, and vetting issues and requests for technology.

The Tech Task Force addresses the following issues and tasks on an ongoing basis:

- Individual faculty and staff computers including replacement, priorities and hardware/software standards;
- Classroom technology needs including instructor computing and audio visual hardware standards, priorities and planning;
- College website and web technology needs; requests for new technology implementations and purchases beyond regular classroom and individual computing needs;
- College priorities related to district-wide technology projects and implementations.

**2b. How college needs for technology, and new initiatives emerge through the program planning process.**

The TTF is the primary organizational element at Foothill College that is used in the identification and assessment of technology needs. It works with the district's central services technology organization, Educational Technology Services (ETS), to gain an understanding of the full scope of technology needs and issues. ETS conducts surveys, elicits input from ETAC, and develops analyses of system performance to understand the needs of the colleges.

The college identifies, communicates and articulates its needs and requirements for technology services through the TTF. The TTF identifies technology needs by participating in and reviewing the college's strategic plan, through analysis of program plans of academic and administrative departments, and by soliciting input from its members in committee discussions.

***Priorities Defined in 2009-2010 Academic Year***

During the 2009-2010 Academic year, the following priority projects emerged from the program planning process (In equal priority order).

**Priority 1:** Complete the college-wide wireless implementation at Foothill College.

**Priority 2:** Implement a consistent standard for classroom multimedia technology so each classroom is equipped with a basic level of instructional technology.

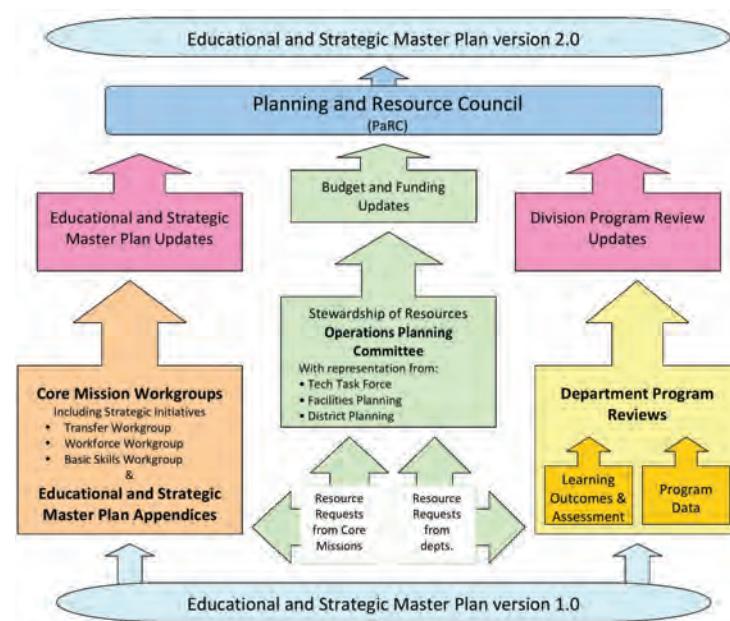
**Priority 3:** Complete Banner implementation and successfully train staff and students in its many operations and functionality.

These priorities have been communicated to the ETS organization to inform the overall district technology plan, and to the campus community, so that students, faculty and staff understand the college-wide priority for work to be completed in the 2010-2011 year.

***2b1. Defining our resource allocation model for technology and role the Tech Task Force plays in recommendations to the Planning and Resource Council (PaRC) and the Operations and Planning Committee (OPC).***

In the governance structure of the college, the TTF serves as the primary channel to the PaRC, for recommendations on new technology implementations, major purchases of new technology and for policy recommendations and approvals. For instance, technology needs that are identified through individual program review documents, or technology needs that are identified through divisional program reviews, through college-wide needs discussions involving technology that occur, would first be aired in the TTF for review, feedback, investigation and recommendation to both PaRC and the ETS organization. Examples include the need for a new email system for part-time faculty, or the need for a new custom software application to document lab hours in the tutorial center. These types of requests would channel through the TTF for evaluation and recommendation to the PaRC and the Operations and Planning Committee, the budget arm of PaRC.

The TTF will work with the OPC to consult on budget issues related to technology and to receive and review any technology related resource requests that come to PaRC outside the direct channel to the TTF or that are identified in program review documents that flow through by the OPC and the TTF.



In addition, the TTF serves as a forum for monitoring the progress of ongoing technology support operations, and for ongoing implementation projects, such as routine computer updates for faculty and staff, classroom audio-visual upgrades and related standards, and the campus-wide wireless implementation. The TTF monitors and sets priorities for classroom technology updates and installations funded by Measure C, and for employee computing needs and updates, as funded by Measure C. These activities are done in concert with the ETS departments and staff responsible for servicing, purchasing and installing the equipment.

For systems and services provided by ETS, such as the district-wide network, the Banner ERP system, and other critical IT functions, the TTF communicates these needs to ETS, who works with representatives of the college to define requirements and develop solutions.

\*\*(Insert/create flow chart showing program review and resource request cycle with TTF, OPC and PaRC.)

## **2c. Foothill-De Anza District Educational Technology Advisory Committee**

Technology needs are brought forward by the TTF to the Educational Technology Advisory Committee (ETAC) committee. The ETAC committee has primary responsibility for developing a district strategic plan for technology and monitoring the ongoing implementation effort aimed at achieving the goals of this plan. ETAC is a participatory governance committee at the district level designed to be as inclusive as possible of all constituency groups (administration, faculty, staff, and students) from both college campuses and district central services.

The ETAC committee:

- Makes specific recommendations to the Chancellor's Advisory Council on the use of technology throughout the district with regard to both ongoing activities and future direction.
- Keeps informed about the current activities and future plans in each of the technology areas: Infrastructure, Information Systems, and Client Services through the appropriate ETS managers and its own subcommittees.
- Monitors the operations, special projects, and overall budget of the Educational Technology Service (ETS) staff in an ongoing effort to have a comprehensive overview of the entire technological effort in the district.
- Assesses policy on matters such as intellectual property rights, appropriate use of technology, and standards.  
(\*\*Insert district organizational structure chart?)

## **3. Technology and its Role in Supporting Student Learning at Foothill College. Distance Education and the Foothill Global Access program.**

In creating a dynamic learning environment for students and a high-quality working environment for the college community, intelligent and strategic use of technology is critical to success at Foothill College. Student learning and improving the instructional experience is at the heart of college technology deployments, from equipping classrooms with multimedia and high-speed internet, to facilitating an interactive lecture and classroom experience, to creating the highest quality virtual classroom experience through distance education software, allowing students from across the globe to participate and earn credit if Foothill classes.

### **3a. Foothill College Distance Education: Foothill Global Access.**

As a means to increase access to education, Foothill College has offered distance education courses for more than 12 years. In addition, it has built and maintained comprehensive instructional and student support services available for distance education students. Faculty and staff engage in iterative processes to monitor, evaluate, and improve the quality of distance education instruction and services. Foothill College's distance learning program is called Foothill Global Access (FGA). It offers a wide complement of services in support of faculty and students engaged with distance education courses.

The mission of FGA is to increase educational access for students by supporting technology-mediated delivery of high-quality instruction and providing students with a flexible, convenient, and cost-effective system for achieving their educational goals. The FGA mission aligns with the college mission by emphasizing educational access and providing students with the scheduling and logistical flexibility they need to overcome barriers to success in their educational pursuits.

Foothill College on-campus facilities reach capacity at peak hours such as 10 a.m. and 11 a.m. To increase our capacity to serve students, construction and renovation projects are under way and will continue for several years, including the construction of a new Physical Sciences & Engineering complex which will house the

Science Learning Institute, focusing on STEM careers and transfer programs, due to be completed in Spring 2012. Distance learning delivery of instruction provides Foothill College with a means to expand enrollment without impacting facilities on campus. The college's well-developed and successful FGA distance learning program, which has continued to expand, offers courses via the Internet using Etudes online course delivery software. The number of enrollments in fully online and partially online courses has grown to approximately 10,539 in the Fall 2009 Quarter, representing more than 12 percent of Foothill's enrollment.

### ***3a1. FGA and the Distance Education Advisory Committee***

The plan to offer distance education courses was initially implemented through the creation of FGA that would support online instruction. Online course delivery began in 1996–97 and has grown steadily over the past 12 years which is consistent with Foothill's mission to provide "... access to outstanding educational opportunities for all of our students." (2008–09 *Foothill College Course Catalog*). In response to the growth of the college's online course offerings, Foothill's instructional and student support services expanded to provide the same services to distance education students as are provided to on-campus students. Now distance education planning is addressed by several shared governance committees at Foothill College: Technology Task Force, Distance Education Advisory Committee, and the Committee on Online Learning. Foothill's Technology Task Force is responsible for updating the three-year Technology Plan, providing technology infrastructure for the college in support of instruction and student services, and coordinating technology-training efforts.

This committee has primarily been involved in planning Foothill College's distance education technology, equipment and infrastructure needs, including development and improvements to Foothill's website and online district faculty and student resources. The Distance Education Advisory Committee is the shared governance body with primary oversight of the delivery of Foothill's distance education programs. The Distance Education Advisory Committee has been primarily involved in developing a Distance Education Plan which includes establishing processes to ensure high-quality standards in online courses, and instructional and student support service.

FGA is responsible for the assessment, planning, development, and implementation of the Distance Education Program. The dean for FGA co-chairs the Distance Education Advisory Committee and the Technology Task Force and is a member of the district's Educational Technology Advisory Committee. The active involvement of the FGA dean in these Foothill College governance groups is instrumental in coordinating institutional efforts to meet the needs of Foothill College's distance education students and instructors.

Core values of the FGA Program are to increase educational access for students by supporting technology-mediated delivery of high-quality instruction and providing students with a convenient, and cost-effective system for achieving their educational goals. Outcomes for FGA are: 1) Students will identify their readiness to learn via technology-mediated delivery such as the Internet and develop the skills necessary for success in distance learning courses; 2) Faculty will develop the skills necessary for effective technology-mediated delivery of instruction; and 3) Staff will provide technical, training, and administrative services necessary to support technology-mediated delivery of high-quality instruction. Evidence of success in achieving these goals are: 1) Students will demonstrate their distance learning knowledge and skills by successfully completing distance education courses; 2) Faculty will demonstrate their distance instruction skills with completion of required and optional professional training and 3) Evidence of provision of services by staff will be demonstrated by steady enrollment in fully online courses.

## **4. Infrastructure: Creating and maintaining an environment for learning with technology that is consistent, safe, secure and reliable.**

### ***4a. How Foothill College provides for the management, maintenance and operation of its technological infrastructure.***

The college and the district together provide the staffing, organization, funding, and participative governance structures necessary to ensure the effective management, maintenance, and operation of its technological infrastructure and equipment.

#### ***Staffing and Organization***

**Central IT:** The management, maintenance, and operation of the college's technological infrastructure and equipment is primarily handled through the district's central technology organization, Educational Technology Services (ETS). ETS is organized to support the development, improvement and support of IT systems including software applications, networks, instructional computer labs, smart classrooms, personal computing and telephony for the district's two colleges. A chart showing the organizational structure of ETS can be viewed at [http://ets.fhda.edu/who\\_we\\_are](http://ets.fhda.edu/who_we_are). In addition to providing direct technical support through staff, ETS manages some of its systems through outsourcing contracts.

**College staffing:** In addition to the staffing in ETS, the college provides a limited number of IT staff (primarily at the Instructional Associate level) to directly assist with instruction in computer labs. The college also has a Web Coordinator who coordinates and maintains the college's website (<http://www.foothill.fhda.edu/index.php>) and the curriculum management system (C3MS) (<http://www.foothill.edu/cms/>).

The college has established a senior leadership position for oversight and coordination of technology and is currently held by the Associate Vice President of External Relations, Kurt Hueg.

**External staffing:** The college outsources some of its IT support needs to vendors. Its learning management system (LMS) is maintained by Etudes (<http://www.etudes.org/>).

### ***4b. How Foothill College systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet the needs of the college, including computer refresh cycles and classroom multimedia upgrades and installations. How Foothill College funds its technology program.***

Foothill College maintains a coordinated ongoing plan for updating faculty, staff and administrator computers, on a five-year refresh cycle. The college has a full-time coordinator of Furniture, Fixtures and Equipment (FFE), that is responsible for working with ETS to maintain a database of all computers on campus, and to coordinate with the TTF and Associate Vice President for External Relations, in ordering new computers and arranging for timeline installations.

In addition, the college maintains a coordinated plan for the updating of all classrooms with multimedia equipment for instructional use.

The Director of Facilities, the FFE coordinator and the Associate Vice President work with ETS to develop timelines for classroom renovations and multimedia upgrades, to schedule the updating of existing multimedia equipment on a five year refresh cycle, and to handle immediate issues that come up such as equipment failure. Computer labs on campus are coordinated in the same manner, and Deans and faculty are consulted so that appropriate computer equipment is ordered and installed to meet the needs of the specific division and program area students and faculty.

For scheduling computer and smart classroom refurbishment / installation, the college coordinates with ETS through a group called the Prioritization Team (composed of the Associate Vice President of External Relations, the Facilities Director, the FFE Coordinator, the ETS Director of Networks Communication, & Computer Services, three ETS supervisors and other key ETS staff) and creates a priority list for scheduling replacements/installations.

#### ***4b1. Refreshing personal workstations and laptops***

The results of an analysis completed in 2010 by ETS set a standard for replacing desktop and laptop computers every five years. A five-year replacement cycle extends the available funding in Measure C Bond funds to refresh computers. For more information refer to: Measure C Computer Refresh Program Analysis (September 1, 2009)

#### ***4b2. Standardized computer configurations***

A subcommittee of ETAC called the Hardware and Software Standards Committee (<http://ets.fhda.edu/etac/H&SMembership>) is responsible for setting computer hardware and software standards. These standards cover computers, printers, and portable projectors. The committee meets six times annually to review the needs of the colleges and the product offerings of vendors and makes changes to standards that are posted at <http://ets.fhda.edu/Standards>. College staff may purchase computers off of this standards list or request an exception based on need.

#### ***4b3. Funding***

The college provides funding support for technology through several funding sources including district-level bonds, categorical funding from the state chancellor's office, grants from other sponsors, and general revenue funds.

### ***Bonds***

The college and the district have secured capital funding from voter-approved bonds for technology maintenance and refresh projects. Since 1999, the district has raised \$739M in funding through two bond measures (referred to as Measure E and Measure C).

The work on Measure E is nearly completed and it involved primarily facility construction projects. The Measure C bond contains approximately \$75M in funding to support technology over a 15-year period beginning in 2007. Funding from the Measure C bond is set aside for each major category of technology infrastructure including:

- Computer replacement
- Printer replacement
- Server replacement
- Smart classroom refurbishment and installation
- Telephone PBX replacement
- ERP (administrative system) replacement
- Data Center refurbishment and replacement
- Network and Security refurbishment and replacement

### ***State Chancellor's Office Categorical Funding***

The State Chancellor's Office provides technology funding through grants and categorical funding to colleges including:

- Instructional Equipment, Library Materials, and Scheduled Maintenance Grant – currently unfunded
- Technology and Telecommunications Infrastructure Program (TTIP) – direct allocations to colleges currently unfunded

### ***Grants***

The district has a grants office, which raises grant funding to support college programs.

### ***Foundation***

The Foothill-De Anza Colleges Foundation (<http://foundation.fhda.edu/>), also provides funds to the college in form of grants to support college programs.

### ***General Revenue Funds***

The college provides general revenue funds to support technology initiatives when needed.

**4c. College/District procedures and processes for ensuring data integrity, security and backup for core systems, and faculty, staff and student information.**

Most of the college's technology assets and services are managed by a central district organization called Educational Technology Services (ETS). More information is available at <http://ets.fhda.edu/>. However, the management of some technology systems are outsourced by the college or managed internally:

**College-Managed Systems**

- Curriculum Management System (C3MS)
- Listservs
- Website
- CISCO Network Lab
- Academic department systems

**College Outsourced Systems**

- Etudes learning management system

System reliability and disaster recovery are provided by ETS through its systems operations team. ETS currently maintains a data center located at De Anza College to support both colleges and is currently building a new data center to be located next to district offices on the Foothill College campus. The data center operations team provides full back up and recovery services for systems hosted in the data center through a tape system for servers and applications. The administrative system (also known as the ERP system or Banner) is backed up to a storage area network (SAN). In addition, the district maintains a hot site in Carlsbad, California for Banner with full redundancy and near real-time replication for disaster recovery. The systems operations team monitors the network and servers on a 5 x 24 schedule and reports are sent to ETS managers at the end of each eight-hour shift describing any operational issues and system statistics. On weekends, ETS directors monitor the network to provide an immediate response to any system failure. ETS managers and technicians are supported by automated system monitoring (What's Up Gold), which is configured to alert technicians and management if any network component or critical system becomes non-responsive or the data center temperature exceeds a threshold value.

The College-maintained systems, including the website and C3MS curriculum database, are housed on servers located within the District's data center, and co-located at an off-campus server hosting company in San Jose named Verio. Foothill maintains three servers, one at Foothill, one at the De Anza Data Center and one at Verio. The Verio server is the primary and the remaining two provide redundant backup, to ensure data integrity, security and backup is maintained. The servers are supported by the automated monitoring system (What's Up Gold).

#### **4d. Security Policies and Audits**

The district developed a new security policy and accompanying procedures in 2009. These procedures articulate the extent to which information has to be secured as well as addressed the privacy rights of employees and students. These policy and procedures can be found at:

- BP 3260 [http://www.fhda.edu/about\\_us/stories/storyReader\\$229](http://www.fhda.edu/about_us/stories/storyReader$229)
- AP 3260 [http://www.fhda.edu/about\\_us/stories/storyReader\\$234](http://www.fhda.edu/about_us/stories/storyReader$234)

In addition, ETS developed a protocol for managing IT security incidents and also commissioned three security related audits / studies to assess the security posture of the institution. ETS is currently working on measures identified in the audits to improve security.

- Incident Response Procedures (continually being revised)
- Banner Implementation Review – Perry Smith Auditors (January 26, 2010)
- Banner Security Assessment – Strata Information Group (May 15, 2009)
- Network / Security Architecture – Burton Group (August 11, 2008)

##### **4d1. Architectural Studies**

To provide a stable and reliable technology infrastructure ETS periodically commissions architectural studies to assist staff in building and maintaining supportable systems. Recent studies have included:

- Banner Implementation Review – Perry Smith Auditors (January 26, 2010)
- Banner Security Assessment – Strata Information Group (May 15, 2009)
- Network / Security Architecture – Burton Group (August 11, 2008)
- Telecommunications and Multimedia Design Standards – P2S with modifications by FHDA (continually updated)
- Network Infrastructure Status – Salas O'Brien Engineers (June 23, 2010)
- In addition, ETS conducts internal studies and research to assess system readiness and has recently completed the following studies:
  - Measure C Computer Refresh Program Analysis (September 1, 2009)
  - Technology Infrastructure Status (July 29, 2010)
  - The results of these studies are used to identify issues and needs to be addressed.

## 5. Technology Training

To ensure that technology assets are appropriate utilized by all members of the college community, Foothill College has multiple resources available for training its employees in the use of campus technology. Included in this plan are district level training services, coordinated by the district Call Center, and college-level training services, including the Foothill Global Access department, and the Krause Center for Innovation, which offers numerous classes and training opportunities through its FastTech program of classes and through numerous technology training workshops and activities.

### ***5a. How Foothill provides technology training to meet the needs of faculty, staff and students. How Foothill ensures the technical support and training provided is appropriate and effective.***

#### ***Distance Education: Foothill Global Access Training Services and Faculty Support***

The FGA online learning program provides distance education faculty support with a variety of training opportunities. This includes formal training programs, workshops, conferences, and technical support. Training sessions focus upon effective online teaching practices using the Sakai-based Etudes course management system. Faculty are taught how to utilize various CMS tools such as the discussion board, e-mail system, chat rooms, and the assignments tool to design online courses that foster interaction between faculty and students. Additional faculty development opportunities provided by FGA include skill-building in use of open educational resources and open textbooks; multimedia for teaching; anti-plagiarism software, Web 2.0 tools, and student e-portfolios.

In 2007, FGA upgraded its online technical help desk support services for students to provide greater student identity security and follow-up. FGA received a President's Innovation Award grant in 2008 to implement a Pilot Student ePortfolio Project. Beginning Winter 2007, FGA has conducted face-to-face orientation sessions for students on campus each quarter.

#### ***District and Campus-Level Training Services and Programs***

For technology functions such as email, phone systems, meeting software (MeetingMaker), and the Banner database system, which includes finance, human resources, student registration and records systems and related portal system, the district has a centralized training and support organization to support these systems. Since these systems support both Foothill and De Anza College, the ETS organization maintains a Call Center for channeling faculty and staff support for technology issues and also to coordinate individualized trainings.

To address the growing demand for training around the new Banner ERP system, in July of 2010, the central IT organization (ETS) hired a training specialist to assess needs, develop a training plan and deliver technology training to employees and student employees. Initially, the training specialist is focusing on providing training to district employees on the new administrative information system (Banner).

ETS currently provides training to staff and student employees in the configuration and operation of the new administrative information system (Banner). In addition, information is also available online regarding how to use various administrative systems used by the district including email, calendaring, anti-virus software, and the district portal. More information can be found at: [http://ets.fhda.edu/call\\_center/](http://ets.fhda.edu/call_center/).

***The Krause Center for Innovation: A regional resource for training K-14 educators in the use of technology in the classroom and in advanced pedagogical use of technology.***

Through its Krause Center for Innovation, Foothill College offers its staff and faculty an outstanding resource for professional development and training in numerous technology-related subjects. Through its FastTech program of short technology classes, each quarter faculty and staff have access to a variety of one to two-day classes on subjects designed to improve the use of technology in the classroom, such as Adobe Premiere, Illustrator, InDesign and Flash. In addition, the Krause Center for Innovation serves the entire Bay Area region and beyond by offering programs designed to improve K-14 teacher proficiency in using technology such as the Merit Program, the FAME program, Adobe Youth Voices and the Adobe Administrative Technology Program. For a full description of these programs consult the Krause Center Report To Donors 2010, or the Krause Center for Innovation website at [www.krauseinnovationcenter.org](http://www.krauseinnovationcenter.org).

***Staff Development Program***

In the 2010 year, Foothill College implemented a comprehensive program of staff development workshops, training opportunities and seminars, including many technology related areas such as Banner training, portal training, training in using the Argos research tool and workshops on common software tools.

## **6. Assessment: Assessing the Effectiveness of Technology and Progress in Meeting Goals, and Student, Faculty and Staff Expectations.**

### ***6a. How Foothill College ensures that technology needs of students, faculty and staff are identified and met through surveys, program planning, SLOs, AUOs and other methods.***

Foothill College has several methods of assessment to identify technology needs are identified and students, faculty staff expectations are met or exceeded. The college and district use surveys of faculty, staff and students as a primary means of identifying their satisfaction level with its array of technology services and functions. In addition, the college has a fully integrated program review process that is tied to its budget allocation model. Through assessment of program review and SLO data, the college can identify needs related to technology and also assess the progress and success of ongoing technology services and current implementations.

In addition, the college uses means such as Academic Division meetings, campus department meetings, academic and classified senate meetings, college Planning and Resource Council meetings (PaRC) and other informal forums to gather feedback and information on the deployment and effectiveness of technology at the campus. That feedback is channeled by managers, college governance leaders, faculty and staff, to the ETS leadership and to the college Tech Task Force for follow-up and review.

## **6b. Computing survey and how we use the information to prioritize resources and projects, identify areas of need and make improvements.**

Each year the ETS area conducts a survey of students, faculty and staff to gather data about how well we are meeting the needs campus wide. The survey provides specific data for informing the college about where its priorities should be in terms of funding technology projects and in determining immediate needs and long-term goals. The data for the 2010 survey is included as an appendix to this technology plan.

In addition to the annual survey, the college conducts other surveys, such as the 2010 Accreditation Survey, to gather data around technology and student, faculty and staff satisfaction. The accreditation survey provides data related to the areas in Standard III of the Guide to Evaluating Institutions titled "Technology Resources."

## **7. Priorities and Positioning for the Future: A brief overview of current project priorities and how we position our college to meet the needs of the future.**

The District ETS and ETAC committee is in the process of reviewing a Technology Project List, which details all the major projects either in process or that have been requested of ETS. This document will provide the basis for district-wide decision making and priority setting for technology projects. The Foothill Tech Task Force will be reviewing the list and providing feedback to ETS as to which projects are most critical. The Technology Project List is included as an appendix to this document.

### **7a. Positioning for the future.**

Foothill College participates in several national organizations dedicated to furthering campus technology and to improving student success and teaching through the use of technology. One of the primary organizations we participate in is EDUCAUSE, which publishes the annual "Horizon Report" which identifies key trends in technology, issues to watch going forward and critical challenges for colleges to address. For instance, two technologies the report identifies as priorities for addressing in 2010 are mobile computing and open content.

As a leader in online education, in training educators to use technology in the classroom, and in providing students with high-quality learning environments through the use of technology, Foothill College has many talented faculty and staff who engage with emerging technologies and bring that information back to the campus for informing our decision-making around technology and in helping the college focus on which technologies will serve our students and faculty best. Areas such CTIS Division, and the Krause Center for Innovation, serve as regional resources for technology training, and serve to inform our campus community about emerging trends in instructional technology, for instance.

Through the contributions of the many departments and individuals on campus, Foothill will continue to innovate and stay current of emerging technologies. While it is important to stay informed of emerging technologies, Foothill College bases its strategy for meeting the needs of the future on assessing and identifying what the needs of faculty and students are and in finding technologies that match those needs.

## **8. Appendixes and related documents:** Distance Education Plan; District Technology Survey; Accreditation Survey; Krause Center for Innovation Report to Donors 2010; ETS Technology Project List