

To: President Miner and Members of the Cabinet
From: Paul Starer, Dean of Language Arts and the Learning Resource Center
Re: Remodeling the 3600 and 3500 Buildings

The remodeling of the 3600 and 3500 buildings presents the college with both challenges and opportunities. In response to these challenges, PaRC and the President created the Teaching and Learning Center Task Force and gave it the following charges: 1) to recommend programming for the remodeled space, 2) to work with architects and builders to make sure the designs for the space would be able to meet the demands of the programming, 3) to make recommendations about how the remodeled space should be staffed and administered.

What Currently Exists In The Space:

The library and the tutorial center (which also houses the EOPS tutoring center) primarily occupy the 3500 building, but it's important to note that both the Chinese Heritage room and the 3525 classroom also are a part of this building.

The 3600 building houses the media center, a staff break room, a restroom, some office space for Foothill Global Access, and the ETS office and workspace, as well as the ISC conference room.

What Has Already Been Done:

In order to apply for state matching funds to remodel the two buildings, the college has already submitted a bid to the Division of the State Architect that describes, roughly, how the space is to be divided and used. Mike Hohl of Gilbane can provide background on these plans and their ramifications for the remodeling of the buildings, but in general I believe they broadly define how much space will be available for instruction, how much for offices, how much for technology, etc. This proposal/bid was ranked very highly by the DSA and would likely be funded were the state budget in better condition and/or if the state were to float a school construction bond.

The best predictions for such funding becoming available place the ground breaking for this project in the fall of 2014 at the very earliest.

The Teaching and Learning Center Task Force:

The Teaching and Learning Center Task Force was impaneled at the end of fall quarter 2010 by PaRC and the President and met for the first time the second week of winter quarter 2011. The task force has the following membership:

Faculty:

Mary Thomas—Library

Marc Knobel—Math

Brian Tapia—Philosophy

Najawa Jardali—ESL

Laurie Bertani—Counseling/PE (was faculty when she started the committee)

Phyllis Sprague—Dental Hygiene (was faculty when she started the committee)

Staff:

Linda Robinson—Media Center

Leslye Noone—Language Arts

Anne Johnson—Tutorial Center

Robert Garcia—Pass the Torch

April Henderson—EOPS

Steve McGriff—KCI

Administrators:

Shirley Barker
Rose Myers
Eloise Orrell
John Mummert
Brenda Davis
Gay Krause
Paul Starer—Committee Chair

Student:

Melora Svoboda

Invited Guest:

Mike Hohl—Gilbane

The task force has toured both buildings and has discussed funding mechanisms for apportionment generating programming. The task force constructed and disseminated a survey of faculty, staff, administrators, and students to determine what programming each group would like to see incorporated into the remodeled buildings. Some form of tutoring and assistance in subject-specific courses was ranked highly by all groups with student success workshops, and group study places also receiving majority support among faculty and students.

The task force reached no conclusion as to recommendations for programming by the end of spring quarter 2011 and anticipates reconvening in the fall to continue the work charged to it by the President and PaRC.

Even without a formal recommendation from the task force, certain general principles for remodeling and programming can be derived from the survey analysis.

Philosophy for Remodeling:

The guiding philosophy of remodeling of the two buildings should, as much as possible, accomplish two things. First, it should result in buildings and spaces that meet the needs of students, not just the current needs of students, but their needs as they are likely to be in the future. For example do we really need to preserve a large space for an open computer lab (the current media center configuration) when tablet technology seems to be increasingly more common?

Secondly, as much as possible we should endeavor to integrate the two buildings and the services that are provided. For example, to get from the library to the tutorial center or media center, a student must exit the building. This would not be necessary if space was used more efficiently or if a primary focus of the remodeling concentrated on opening and merging the flow of the two buildings.

Considerations for Remodeling:

A space utilization audit of both buildings certainly would be an important starting place for both buildings.

The college should look to leverage its existing resources in order to avoid reinventing the wheel. For example, is there a way the tutorial center could reopen based on a ramped up version of Pass the Torch? This would set up the tutorial center to more rapidly employ supplemental learning instruction as an apportionment-generating model, and it could more rapidly serve students from across the entire campus..

Should the audio/visual materials currently housed in the media center continue to be housed there? Might these materials be more appropriately placed in the library?

The creation of small seminar classrooms that could be either scheduled as supplemental learning instruction space or reserved for student study groups could meet a number of needs identified in the taskforce's survey. As would a central space designed with comfortable but moveable furniture that students could use to create impromptu study spaces.

Could drop-in counseling be conducted in the remodeled spaces of 3600 and 3500?

Providing a number of student/faculty services in the space, including such things as providing a make up testing location, would help the centralization of the space.

Could the space currently occupied by ETS be converted to a multi-media classroom, that could be reserved by faculty from across the campus?

Obviously some space would have to be preserved for offices for staff.

For the 3500 Building:

Replace the roof.

Work with librarians to predict a library space for the future, one that reflects changes in how information is stored and retrieved.

Keep the VP/Administrator office

Again, a space utilization audit would help determine if the space in 3500 is being efficiently and effectively allocated.

The bottom line is that both buildings should be a hub of student activity and learning.

Staffing Recommendations:

For apportionment generation, the college will need to employ full or half-time or adjunct faculty.

Full or half-time instructional technicians would help support the educational mission of the center.

Some classified staff will be needed to conduct the daily business of the center

Finally, when the center is fully realized, I believe it will merit either a full-time program coordinator or director.