# SIGN IN SHEET

## FMP Study Group
**Administrator**
- Bret Watson
- Elias Regalado
- Kurt Hueg

**Classified Staff**
- Asha Jossis
- Christina Moore
- Elaine Kuo

**Faculty**
- Jeff Bissell
- Kerri Ryer
- Samuel Connell

**Students**
- Priya Vasu
- Abi Muhar
- Adam Loo

## FMP Task Force Volunteers
**Admin. Services**
- Carmen Ponce
- Julie Ceballos
- Simon Pennington
- Veronica Casas

**Student Services**
- Alexis Donato
- Jessica Alarcon

**Instruction**
- Cara Miyasaki
- Gay Krause
- Robert Cormia
- Teresa Ong
- Valerie Fong

**Affinity Groups**
- Al Guzman
- April Henderson
- Lisa Hills

## Design Team
- Deb Shepley
- Gray Dougherty
- Jessica Rothschild
- Farrokh Rostami Kia
AGENDA

PROJECT STATUS

SUNNYVALE CAMPUS
• Existing Conditions

SPACE ANALYSIS
• Existing Space Inventory
• FMP Space Program

CHALLENGES + OPPORTUNITIES

NEXT STEPS
PROJECT STATUS
# PROJECT TIMELINE

### 2020

<table>
<thead>
<tr>
<th>AUG</th>
<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>10</td>
<td>17</td>
<td>24</td>
<td>7</td>
<td>14</td>
<td>21</td>
<td>28</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

### 2021

<table>
<thead>
<tr>
<th>AUG</th>
<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>10</td>
<td>17</td>
<td>24</td>
<td>7</td>
<td>14</td>
<td>21</td>
<td>28</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

### 1 PREPARE

### 2 ANALYZE

### 3 FRAME

### 4 EXPLORE

### 5 RECOMMEND

---

### Foothill College

- Task Force Meetings (6)
- Site Visit
- Campus Online Survey
- Student Focus Groups (4)
MEASURE OF SUCCESS

**PROCESS**

- Maximizes participation
- Includes student voices
- Engages the community
- Include groups that rent facilities
- Tap into memories – use to plan for the future
- Intentional stakeholder engagement
- Amplifies under-represented voices

**PRODUCT**

- Integrates with other plans
- Embraces equity
- Tool for bond implementation
- Extends learning spaces

**RECOMMENDATIONS**

- Holistic view – re-imagine experiences
- Focus on sustainability
- Enhances the sense of community
- Spaces for civic engagement
- Addresses safety and accessibility
- Enhances the sense of belonging
- Consider student housing
- student centered learning
- Welcomes the community in
- Post COVID design
- Practical - Realistic
- New thinking about online vs in person - merging
- Forward thinking
- Improved access and drop-off areas

**MEASURE OF SUCCESS**
INTEGRATION

Integrates with other plans

Embraces equity

Foothill College
Educational Master Plan
2016-2022

EQUITY STRATEGIC PLAN
FIRST DRAFT: Jan. 17, 2020

TABLE OF CONTENTS

PART ONE
I. EQUITY AT FOOTHILL COLLEGE, TODAY AND TOMORROW
   a. Philosophy and Values
II. DEFINITION OF EQUITY
   a. Why Center Race?
III. PROCESS OF PLAN CONSTRUCTION
   a. Historical Context
      i. Campus Feedback
      ii. Scholarship on Race and Equity
   b. A Well-Informed Plan
      i. Campus Feedback
      ii. Scholarship on Race and Equity
   iii. State Initiatives
IV. A SYSTEMIC CHANGE FRAMEWORK FOR RACIAL EQUITY
   a. Areas of Impact and Types of Change

PART TWO
V. ISSUES AND GOALS
   a. Access and Onboarding

Description of the culture of equity at Foothill College, integrating with other plans and embracing equity. The goal is to create a culture of equity that promotes student success, particularly for underserved students. The plan aims to strengthen a sense of community and commitment to the college’s mission and expand participation from all constituencies in shared governance. It recognizes and supports a campus culture that values ongoing improvement and stewardship of resources.
PARTICIPATION

- Maximizes participation
- Intentional stakeholder engagement
- Includes student voices
- Amplifies under-represented voices

ONLINE SURVEY

- Why Foothill College?
- Campus experiences
  - Welcomed, connected
  - Sense of belonging
- Spend time outside of class
- Favorite places on campus
- Facilities Master Plan focus areas

STUDENT FOCUS GROUPS

- Why Foothill College?
- Words to describe
- Campus experiences
- Opportunities to improve
Most students need to also go to Foothill for a degree.

Few students currently access campus on bike or by foot.

Pedestrian Access to Light rail could be improved. Near, but not direct. 9 minute walk.

Access to Mathilda is not direct.

Downtown Sunnyvale access is very circuitous.

Bus station is a 12 minute walk.

Vehicle access can be very difficult during peak times.

This left turn is very difficult.

Most students need to also go to Foothill for a degree.

Few students currently access campus on bike or by foot.

Pedestrian Access to Light rail could be improved. Near, but not direct. 9 minute walk.

Access to Mathilda is not direct.

Downtown Sunnyvale access is very circuitous.

Bus station is a 12 minute walk.

Vehicle access can be very difficult during peak times.
A big question mark. Where do we want to put our resources?

Student / staff Housing possibilities?

Impression that site is underutilized.

Potential for rethinking role in strategic plan / education plan

Is this area possible?
SPACE ANALYSIS
Space Inventory
Space Types | Codes

**Room Use Numbers**

<table>
<thead>
<tr>
<th>Space Type</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LECTURE</td>
<td>100s</td>
</tr>
<tr>
<td>LAB</td>
<td>200s</td>
</tr>
<tr>
<td>OFFICE</td>
<td>300s</td>
</tr>
<tr>
<td>LIBRARY</td>
<td>400s</td>
</tr>
<tr>
<td>INSTRUCTIONAL MEDIA</td>
<td>530s</td>
</tr>
<tr>
<td>OTHER</td>
<td>520, 540 - 800s</td>
</tr>
</tbody>
</table>

**Description**

- **LECTURE**
  - Classrooms
  - Support Spaces

- **LAB**
  - Labs
  - Support Spaces

- **OFFICE**
  - Offices
  - Support Spaces
  - All offices including administrative and student services

- **LIBRARY**
  - Library
  - Study
  - Tutorial
  - Support Spaces

- **INSTRUCTIONAL MEDIA**
  - AV/TV Technology
  - Support Spaces

**CAPACITY/LOAD CATEGORIES**

- **520, 540 - 800s**
  - PE Assembly
  - Food Service
  - Lounge
  - Bookstore
  - Meeting Rooms
  - Data Processing
  - Physical Plant
  - Health Service
Capacity Load Ratios

- # of seats = # of students
  - 100% capacity / load

- # of seats > # of students
  - Over 100% capacity / load

- # of seats < # of students
  - Under 100% capacity / load
Space Inventory

Foothill Campus
2030 Forecast

<table>
<thead>
<tr>
<th>Space Type</th>
<th>2030 Forecast</th>
<th>2030 Needs</th>
<th>ASF</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>62,404</td>
<td>0</td>
<td>80,000</td>
<td></td>
</tr>
<tr>
<td>Lab</td>
<td>112,565</td>
<td>0</td>
<td>120,000</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>50,990</td>
<td>0</td>
<td>60,000</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>29,315</td>
<td>0</td>
<td>40,000</td>
<td></td>
</tr>
<tr>
<td>Instr. Media</td>
<td>11,104</td>
<td>0</td>
<td>20,000</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>96,062</td>
<td>0</td>
<td>140,000</td>
<td></td>
</tr>
</tbody>
</table>
Sunnyvale Campus
2030 Forecast

Space Inventory

Assignable Square Footage (ASF)

<table>
<thead>
<tr>
<th>Category</th>
<th>2030 Needs</th>
<th>Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>10,232</td>
<td></td>
</tr>
<tr>
<td>Lab</td>
<td>16,978</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>10,405</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>8,677</td>
<td></td>
</tr>
<tr>
<td>Instr. Media</td>
<td>5,412</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>26,962</td>
<td></td>
</tr>
</tbody>
</table>

2030 Needs

<table>
<thead>
<tr>
<th>ASF (sq ft)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Library</td>
</tr>
<tr>
<td>5,000</td>
<td>Lecture</td>
</tr>
<tr>
<td>10,000</td>
<td>Lab</td>
</tr>
<tr>
<td>15,000</td>
<td>Office</td>
</tr>
<tr>
<td>20,000</td>
<td>Instr. Media</td>
</tr>
<tr>
<td>25,000</td>
<td>Other</td>
</tr>
<tr>
<td>30,000</td>
<td>Other</td>
</tr>
</tbody>
</table>
CHALLENGES + OPPORTUNITIES
Feeling of a "palace on a hill"

Desire to provide more community and connectivity.

Earthquake faults impact ability to build (parking lot 2 and near 2200)

Can this be developed?

Programs on the physical margins of the campus can feel on the programmatic margins.
ARRIVAL EXPERIENCE

Which way should I go?

Where are the drop-off areas?

Where is the front door?
Where should I park?

I'm late for class and I can't find a spot!!

I wish I could charge by car (or bike) while parked on campus!
Where is the path to the campus?

I can see the path, but it's not accessible....

I have my bike, what is the best way to access campus?
ARRIVAL EXPERIENCE

OCCUPUNITIES?

- Need a clear place for dropoff
- Paid parking is a barrier
- Distributed parking prevents you from experiencing the whole campus
- Not a welcoming entry (and not accessible)
- “Shorten the Bridge”

Parking Popularity:
- Lot 4 and 6 fill quickly
- Lot 2, 3, 8 fill later

entry point
vehicle access
Parking garage
parking
pedestrian access -primary
pedestrian access -secondary
primary entry
secondary entry
STUDENT EXPERIENCE

OPPORTUNITIES?

Food Pantry

Quad is problematic for events because not near food

Lots of students congregating in athletics training area
NEXT STEPS
**NEXT MEETING: November 20**

<table>
<thead>
<tr>
<th>AGENDA TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Facilities Planning Principles</td>
</tr>
<tr>
<td>- Preliminary Concepts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUG</td>
<td>SEP</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>OCT</td>
<td>NOV</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>JAN</td>
<td>FEB</td>
</tr>
<tr>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>APR</td>
<td>MAY</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 PREPARE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2 ANALYZE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3 FRAME</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4 EXPLORE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5 RECOMMEND</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUG</td>
<td>SEP</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>OCT</td>
<td>NOV</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>JAN</td>
<td>FEB</td>
</tr>
<tr>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>APR</td>
<td>MAY</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>26</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foothill College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Force Meetings (6)</td>
</tr>
<tr>
<td>Site Visit</td>
</tr>
<tr>
<td>Campus Online Survey</td>
</tr>
<tr>
<td>Student Focus Groups (4)</td>
</tr>
</tbody>
</table>