



FOOTHILL COLLEGE

Office of Instruction and Institutional Research
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Educational Master & Strategic Planning Task Force May 18, 2009 Notes 4:00PM President's Conference Room

Agenda

1. Reflection and discussion of feedback generated so far
Attachment: 051509EMSP_SurveyResponses.doc
2. Reflection and discussion of Mission/Vision/Values
Attachments: 051809EMSP_EmailSuggestions.doc and
051809EMSP_ClassifiedSenateSuggestions.doc

Next Time

1. We have 2 Mondays to get the 2nd draft out to the constituent groups.

Team Members Participating:

I-Chen Wen (ASFC), Judi McAlpin (CS), Dolores Davison (AS), Rosemary Arca, Jay Patyk, Daniel Peck, Matais Pouncil, Lucy Rodriguez, Katie Townsend-Merino

Notes:

1. Mission, Vision, Purpose, and Values Feedback from Constituents
 - a. Alphabetize basic skills, career preparation, lifelong learning, and transfer
 - b. Keep the word "career preparation" as is so that it encompasses careers like photography, accounting, child develop - as opposed to more technical careers.
 - c. A copy of the emails that Katie and Lucy received were shared with the entire group. One common theme among the emails is that Lower-division general education should be changed to "transfer education" and that Career and workforce should be emphasized more strongly as a college priority both in the mission and strategic initiatives.
 - d. All senate groups wanted to keep Openness, as well as Transparency with a few individual exceptions.
 - e. There was a strong protest from classified senate, admin council, and academic senate about why the word "global" was deleted. Paul's revision of the wording fixed that issue by including every local.
 - f. Paul Starer's revision is accepted as the rewording of the mission with some minor taskforce changes. The new mission statement is as follows:
 - i. A well educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of

our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

- g. Purpose - how do we get access and success into our purpose statement?
- h. Shirley doesn't think the vision reflects who we want to be - Rosemary is going to ask Paul to sit down with the taskforce can better understand Shirley's concern and possibly rewrite some of the vision language so that the statement can soar.
- i. Values Statements
 - i. There was some discussion on giving each value prose language to go with it. This was not in order to define the values, but to give them a little bit of context within in Foothill College. Again, the English instructors are going to attempt the first pass at prose.
 - ii. With regards to the value of forgiveness, the group strongly felt that the value needed to remain. There was feedback from two people who disliked forgiveness being a value, but overwhelmingly people thought it was important to keep forgiveness as one of the values.

2. Survey

- a. Additional Suggested Strategic Initiatives
 - i. It looks like most of the survey comments could be included under one of the three areas.
 - ii. Other comments from the survey seem related to very specific job functions within certain departments - and shouldn't necessarily be included as a college-wide strategic initiative.
 - iii. Student success - needs to include all of the areas especially workforce and lifelong learning.

3. Strategic Initiatives

- a. When commitments to action happen under each initiative, the activities that departments commit to do not have to be new things.
- b. Each initiative needs a statement and a paragraph underneath it.
- c. Strategic Outreach should replace Nontraditional Outreach as an initiative
- d. Respect of Classified staff was mentioned several times in the survey. How to address this? Perhaps, writing into the prose something about mutual respect. There's a lack of understanding about what the other person's shoes are like. De Anza and Foothill faculty and staff are very different and it's important to set the context here at Foothill about the expectation to respect each other and participate in shared governance given the budget and potential bumping.
 - i. Sometimes it seems like one group is being begged to play ball, whereas the other is being discouraged from it.
 - ii. When we do the Strategic Initiative Orientation retreat - let's discuss the real barriers for each group so that we create a better understanding of each other - meaning faculty, staff, administrators, and students.
 - iii. Understanding where we get our money is another important topic for the retreat. Everyone should understand the basics of a budget and how budget works.

- iv. Looking at the Ed Code will be another important facet of the retreat
- especially as it pertains to participatory governance and expectations.
- v. On opening day - there should be one presentation called...here's what you should know if you're at Foothill.