

# FOOTHILL COLLEGE

## COURSE SYLLABUS

Fall 2022

Graduate Seminar (Foothill employees are the students)

credit / noncredit

**Title:** “*Back to the Future*”

**Foothill College from the past to 2023 - the College as classroom**

### **Course Description:**

Foothill College has been at the forefront of community colleges since it was founded in 1957. It's culture of innovation and distinctiveness began with its founding. The campus became immediately known through multiple press releases for its innovative design and architecture:

- Foothill College is “the most beautiful community college ever built” (Alan Temko, architecture critic, *San Francisco Chronicle*)
- "(Foothill) ... may well point the way to the future of higher education in the United States." *Monsanto Magazine*, Summer 1961
- "Foothill College points the way many American colleges may soon go; a two year community college that gives both general and vocational education." *Mademoiselle*, January, 1962
- Foothill is a model community college "prodding other California community colleges to imitation." *Time Magazine* (March 5, 1962)
- "...Foothill a mountaintop among U.S. junior colleges - the fastest growing segment of U.S. higher education." *Time*, March 30, 1962
- "The students at Foothill College are reaping the benefit of some hard but imaginative thinking by the best brains in California education...Foothill's high standards and small classes have won the college national fame." *Look Magazine*, September 25, 1962
- "A prototype for community colleges." *Architectural Forum*, November, 1969
- "*The one flaw ... is our failure to recognize earlier the special needs of our minority student. .... But, once the failure was noted, it didn't take demonstrations or riots ... to do something about it,*" Calvin Flint, (founding president/superintendent) April 1970
- "Foothill symbolizes 'quiet dignity,' 'comfort,' 'an atmosphere of peace and quiet,' is 'friendly, personalized and informal,' and provides each graduate a memory which he will cherish." (Calvin Flint, June 1973)
- "Foothill's founder and designer saw the college as an " 'academic village'... representing an organic micro-community in the same sense that small colleges may have once done." *Progressive Architecture*, June, 1973

- "Foothill symbolizes 'quiet dignity,' 'comfort,' 'an atmosphere of peace and quiet,' is 'friendly, personalized and informal,' and provides each graduate' a memory which he will cherish." Calvin Flint, June 1973
- "Foothill College has received acclaim, not only for its architecture, but for its contribution to the community through its multiple educational and cultural services." *Educational Executives Overview*, June 1982

This course will reinforce Foothill College as an *innovative learning organization*. It will begin with a review of the history of the founding of the college and how the culture of innovation and distinctiveness fostered the academic culture we have today.

Foothill will continue its distinctive and innovative reputation through the 21st century guided by a vision which encompasses its core values, purpose, and mission. Decisions and actions of Foothill College will be mission-based, made collaboratively and focused on its vision. Foothill will continue the legacy of its founders who recognized the importance of individual student dignity and diversity (1973).

Effective leadership is comparable to effective teaching. A college uses dialogue and conversation as its primary teaching and learning tool, whether it be in classrooms, in meetings, or in boardrooms. Foothill College is best understood as a classroom in which all the members of the Foothill community (students, professional staff, faculty and administrators) learn from one another. They will understand Foothill's academic model, student model, and finance model. Where these models intersect with one another is where Foothill should be positioned.

### **Expected Outcomes:**

The student will

- reinforce the College's values of honesty, integrity, trust, openness, forgiveness, transparency, and sustainability
- know the College's history and culture
- review educational and organizational behavior and principles
- recognize a common vocabulary for the organization
- integrate the College's purpose of putting into practice the philosophy and ideas it teaches in an innovative and distinctive way
- apply the College's mission to exceed our students' expectations in recruiting, retaining, and assisting them to reach their goals and certification
- enhance the value of the Foothill degree or credential
- develop strategies which address the College's internal and external strengths and weaknesses
- identify available and potential resources for the College
- identify potential innovations and new ideas which advance the College's mission
- help assemble an annual College strategy to achieve the College's mission
- identify specific individual and department actions to support the College's mission and strategies
- challenge traditional models of shared governance and administrative organization
- practice mission-based governance and budgeting
- contribute to the Self-Study for accreditation

### **Expanded Course Description:**

We are guided by the image and reputation Foothill has enjoyed over the years. Foothill's seal has written "Educational Opportunity for All." These were the words of the founding superintendent-president, Calvin A. Flint. We should question ourselves regularly and ask whether we are assuring "educational opportunity for all." As we continue to practice values which are important to us, such as trust, honesty, and integrity, we should also consider what we do to uphold these values and assure educational opportunity for all "as a matter of honor." This course will be presented through open forums and meetings of the college's leadership. The course will use basic operating principles, such as asking "Why?"; Is it central to our primary mission? Would we do it if we were starting a new college? Does it exceed our students' expectations? Does it enhance our dialogue between teacher and student? Can it be incentive-based? Is it an administrative decision or a shared governance decision? Is the college more distinctive or improved? Is workload, paperwork, signatures, or redundancy reduced?

The course will include an annual September leadership orientation and planning retreat. Models of what Foothill should look like from the academic, student, and financial perspectives will be developed. Where these models intersect will guide decisions that are based on student and academic interests within available financial resources.

Specific topics will include academic and facilities master planning, guided by the over-arching commitment to a student-friendly campus or online environment that is immersive; enhancing the value of the Foothill degree or credential; complementary partnerships with De Anza College; and seamless educational experiences and services between the two colleges to enhance our strength as a district. Ways that we can *exceed our students' expectations and incentive-based leadership* will be explored and implemented.

"Class projects" are general improvement of the student's present job responsibilities, which may include but are not limited to demonstrated innovation in classroom teaching, innovative and effective interpretations of student support; innovative uses of technology for teaching, counseling, tutoring, and other college functions; *or any other specific activity of special interest within the course objectives.*

All class participants either will be included in group projects or will be able to identify an individual project consistent with the course objectives.

Class projects may be eligible for professional growth credit.

### **Course Objectives and Expected Outcomes:**

Become familiar with and have ongoing knowledge of who the Foothill students are so we can engage in better data driven decision-making.

*As of Fall 2021, our student body is made up over of over 70% students of color, (29% Asian, 5% Black, 5% Filipinix, 29% Latinx, .5% Native American, 1% Pacific Islander; 27% white). It is incumbent upon us to honor that diversity in achieving our mission and exceeding our students' expectations:*

- Assure our academic evaluation of students maximizes their potential in light of different learning styles and cultural backgrounds

- Increase diversity emphasis when we hire staff with experience in, and sensitivity to, racial and cultural differences
- Foster professional development which addresses diversity, equity and inclusion; new modes of educational technology; service and experiential learning, and diversity, writing, and critical thinking across the curriculum

*Our overall success rate (C grade or higher) is 81%; our overall retention rate is 90%; however, our equity gap (difference between successful students from overrepresented groups – Asian, White, from underrepresented groups Black, Latinx, Filipinix) is -9%.*

- Become familiar with the *Strategic Vision for Equity* document and understand your role in this plan, including the 13 issues and 55 goals
- Expand resources and programs to specifically address the 13 issues and 55 goals
- Try to better understand and identify additional factors that we can control to reduce our equity gap, such as creating a greater overall sense of belonging and community

*Seventy-two percent of our students are part-time (less than 12 units) and 47% take 6 units or fewer. Seventy-three percent of our students are day students, 5% are evening, 22% are “unrecorded” (probably online asynchronous), 25% of our students live outside of Santa Clara and San Mateo counties.*

- It is a matter of honor to continually provide all students with the academic support services critical to achieving their goals, regardless of their enrollment status or location, and these services must be comparable in quality and quantity, engagement and sense of belonging and community.

*59% of our students are 24 years of younger -we do not know at this time how many are 1<sup>st</sup> gen students (under review by Institutional Research). We also do not have our data readily “nested,” meaning, of all of the above categories, how many overlap. For example, of the 24 year old’s and younger, how many are of color, where they live, and whether they prefer classes mostly online or in person.*

### **Method of Evaluation: (credit only – professional growth)**

Any project for credit should be done in consultation with the course assistant (division dean or administrator). College-wide surveys and selected interviews will be conducted to assess the effectiveness of the projects. Particular emphasis will be given to innovation, student-friendliness, facilitation of student success, and demonstration of specific course objectives. Where appropriate, *enhanced student contacts, graduation rates, transfer rates, job placement rates, employer satisfaction surveys, and university achievement* will be part of the evaluation of the effectiveness of the project.

### **Required Readings:**

- History of the college and district, site, land history, construction of Foothill College: <https://distarch.fhda.edu/s/primary/page/fhcollege>
- Strategic Vision for Equity <https://foothill.edu/equityplan/#part2>
- Mission (I’m) Possible Governance Council (attached)
- Core Ideology and Basic Operating Principles (attached)

## MISSION (I'M) POSSIBLE COUNCIL (MIP-C) Website

### PURPOSE AND PURVIEW OF THE COUNCIL:

- Advise and consult with the President in college-wide governance issues and overall institutional planning from a **mission-focused** perspective
- Assure the College's Vision (core values, purpose, mission) are embodied in the decision-making process
- Oversee the College's Strategy and execution of the Educational Equity Master Plan which embodies the Strategic Vision for Equity
- Review strategic plans to ensure they align with the college vision/mission
- Develop and operationalize *college-wide guiding principles* for strategic and tactical decision-making with respect to allocation of human, physical, and financial resources and measures of success or effectiveness

### FOOTHILL COLLEGE GOVERNANCE AND DECISION-MAKING MODEL



1

The Mission (I'm) Possible Governance Council (MIP-C) operates with a set of Guiding Principles and Operating Principles. They are as follows:

### Guiding principles

- Shared leadership: leadership is a collective activity of the entire group
- Mission focused: our focus is on the mission of the college rather than on agendas of particular constituency groups

- The Council and its members embody core values of the college
- The work of the Council is at the mission & strategy levels of decision-making not at the tactical level
- Members will consciously and intentionally deliberate with focus on the following **college missions** areas with respect to both contributions from and impact on campus constituencies
- The Council's membership is Inclusive with a commitment to expertise and stakeholder representation
- The work of Council is to ensure all members feel heard
- Because of the potential of power dynamics, the Council will work to foster empowerment and inclusivity of all members
- All members are committed to being a fully functioning member of the group according to their role on the Council
- Assure open communication and fully participatory and consultative dialogue
- Use consensus-based decision-making
- The Council's activities will be conducted in such a way to foster an open and transparent communication with the campus
- Be accountable for the decisions made
- Onboard all members with an orientation to member responsibilities and background preparation on the College's Values, Purpose, Mission and understanding of Vision: Strategy: Tactics and their respective objectives and differences

## Operating principles

- To assure collegiality, the Council will operate with consensus-based decision-making
- Every member that is a part of the decision making has access to information, space, time that will help them contribute to the discussion
- Agenda setting is an open and transparent process, including public calls for topics, space on every agenda for public (open) comment/hearings
- Agenda items will be limited to those that require decisions or guidance at the mission/strategic level, not the tactical level
- There will be periodic self-reflection and opportunity for community input and accountability to assure the Council is operating as intended (see Guiding Principles)
- The Council's activities will be conducted in such a way to foster an open and transparent communication with the campus
- Members will practice active listening; the chair will implement a practice to check in with members who have not had an opportunity to contribute to the discussion
- There is a secretary or recorder for minutes
  - Document topic, nature of discussion, action
  - Full recording and/or notes will be made public
- Guidelines will be developed to assure openness about communication of decisions to the public
- Members shall review the agenda and engage in active participation at each meeting, and uphold their commitments for action items and follow-up, including carrying out assigned tasks

April 2022

## MEMBERSHIP: (21)

### Constituencies

- Reps from
  - ASFC: Student Trustee, Student Body President, 1 other elected member, 1 appointed member, 1 affinity group member (5)
  - Classified Senate, past and current presidents, and president-elect (3)
  - Academic Senate president, vice-president, one part time faculty rep (3)
- College President (1)
- Unions: FA (1), Teamsters (1), ACE (1), AMA (1)

#### **Affinity network representation**

- OLA (1)
- AAN (1)
- APAN (1)
- LGBTQ (1)

**Recorder/Council Support:** Responsible for meeting scheduling, room set up, including Zoom, note-taking, web page development and updates, dissemination of agendas/minutes/other supporting documents. These duties will be the responsibility of the president's office, and more specifically, administrative support will be done by the executive assistant, and the notetaking, web updates, and dissemination of all council proceedings through Parliament and other means, will be the responsibility of the associate vice president for communications, marketing, and outreach.

#### **Others as needed on an ad hoc basis**

### OPERATING PROCEDURES

- Meetings:
  - The Council will meet 2x/month on Fridays from 1-3 p.m. through the end of Spring 2022. Meetings will be suspended in summer and frequency is 1<sup>st</sup> and 3<sup>rd</sup> Fridays beginning in Fall 2022.
  - Council meetings are open to all (entire college community)
  - Meetings will be held on campus (Admin Conference Room), with a remote attendance option.
- Agenda Prep:
  - Agendas will be prepared in advance of the meetings and posted on the College website (new MIP-C page to be created) at least 72 hours prior to each meeting.
  - Agenda topics can be proposed by any member of the council, broader college community, and public (an online form will be available on the MIP-C website, with an automated response confirming their submission, and stating that the request will be reviewed with the timeline for review to anyone who requests an agenda topic, and requests populate an Excel spreadsheet that will be reviewed by the steering committee)
  - A steering committee (College President, ASFC President, CS President, AS President) will meet in a timely manner to:
    - review the topics requested by the Council members/college community and
      - determine which ones should come before the council or be referred to another group, and make that referral if needed
        - Agenda items will be limited to those that require decisions or guidance at the mission/strategic level, not the tactical level
      - determine what date the MIP-C relevant topics will get on the MIP-C agenda

- communicate that determination (date of MIP-C hearing, or referral to another committee, or Other, to the requestor)
      - set the upcoming meeting agenda, ensuring all appropriate stakeholders per a given topic are invited to the meeting, and post it to the website
      - invite appropriate college representatives to meetings requiring their expertise
  - Every agenda will include a short public comment opportunity for unagendized topics; time limits will be provided for public comment
  - The MIP-C website will include dates, times and location of all upcoming MIP-C meetings, along with dates of when the steering committee will meet to set the agendas, and deadlines for requesting items to be considered for the agenda.
- Agenda:
  - Open hearings (for items not on the agenda) with appropriate time limit
  - Agenda topics for information
  - Agenda topics for discussion and action at meeting or when appropriate
  - Other
  - Upcoming meeting dates and agenda topics
- Meeting Prep:
  - All members shall review the agenda and proactively seek out missing information or request clarification of confusing items in advance of the meeting
- Discussion, Deliberation and Decision-Making:
  - The College President will serve as chair of the Council (responsible for ensuring the Council is functioning and works for its members and the community)
  - The Steering Committee (including the college president), will rotate facilitation of the meetings (responsible for facilitating discussion, keeping time, watching and engaging online participants in Zoom)
  - There will be a secretary or recorder for meeting notes (TBD—see above under Membership)
    - Document topic, nature of discussion, action
    - Full recording and/or notes will be made public
  - Every member that is a part of the decision making has access to information, space, time that will help them contribute to the discussion
  - All members will consciously and intentionally deliberate with focus on the following **college mission areas**:
    - Transfer (certificate/degree educational programs)
    - CTE (certificate/degree workforce programs)
    - Equity
    - Empowerment (student activities, service leadership, etc.)
    - Access
    - Well-being
    - Community at large (neighboring community)
  - Members will practice active listening; the facilitator will implement a practice to check in with members who have not had an opportunity to contribute to the discussion
  - Members will engage in active participation at each meeting, and uphold their commitments for action items and follow-up, including carrying out assigned tasks
  - Anyone present is welcome to contribute/participate in discussion. However, at the discretion of the facilitator, discussion from the public may be limited to allow time for deliberation and decision-making of the council members



- To assure collegiality, the Council will operate with consensus-based decision-making and the facilitator will assure that silence is not interpreted as consent and will generate probing questions to check in with members to assure full participation
- Accountability
  - Broad publication and dissemination of how to access the council agenda, to place items on the agenda, and how decisions will be made and who is affected and why
- Reflection, Evaluation & Ongoing Improvement
  - There will be periodic self-reflection built into the calendar of meetings, and opportunity for community input to assure the Council is operating as intended
  - Guidelines will be developed and reviewed to assure openness about communication of decisions to the public

## CORE IDEOLOGY

### **Who We Are**

Foothill College should be driven by its commitment to excellence, excellence defined by quality and not just quantity. It is not so important just how *much* our students know, but how *well* they know it; not just how *many* students we serve, but how *well* we do it; not just how *high* our transfer rate is, but *which* colleges and universities accept our students; not just how *many* career education students get jobs, but what *types* of jobs they get. Our emphasis belongs on the *quality* of all we do in our life at Foothill College.

### **Vision**

Vision is the overarching framework and guiding philosophy within which we operate.

- Core values and beliefs are the guiding principles and philosophy which should guide us. They are the principles we hold as inviolate.
- Purpose is the perpetual guiding star which provides direction and focus
- Mission is set in context of our purpose and are the major goals of the College for the next five years

Strategies are our annual objectives calibrated to attain our mission

Actions or Tactics are the specific tasks undertaken to achieve a strategy.

### **Core Ideology**

Foothill College is best understood as a classroom in which all the members of the Foothill community can learn from one another. Foothill encourages dialogue and conversation as a primary teaching and learning tool, whether it be in classrooms, in meetings, or in Board rooms. As a *learning organization*, effective leadership is as valued as effective teaching.

- The College's values are honesty, integrity, trust, openness, forgiveness, transparency and sustainability.
- The College's purpose is to practice the philosophy and ideas it teaches in an innovative and distinctive way.
- The College's mission is to exceed our students' expectations in recruiting, retaining, and assisting them in attaining their academic goals.

This core ideology is best learned through examples which *consistently* demonstrate the high standards, commitment to excellence and innovation, and extra effort that captures the distinctiveness and essence of Foothill. Administrators, students, staff, and faculty leaders are expected to model core ideology through their interactions with others, their decision-making, and their actions.

#### Preserve the core and stimulate progress

Foothill's core ideology is defined in its values and in its purpose. Yet Foothill must be responsive to change. Thus, its commitment to innovation and distinctiveness stimulates progress of the organization without losing sight of its ideology.

#### Ideological control and operational autonomy

When the college community is familiar with the core ideology, then each member can make decisions, create distinctive programs, seek innovation and operate autonomously but within the ideological framework.

## **BASIC OPERATING PRINCIPLES**

1. Practice the values of the college.
2. Encourage others.
3. Be a "can do" person and model problem solving behavior.
4. Communicate directly and discourage rumors.
5. Ask why.
6. Ask if any action is central to our primary mission.
7. Work to exceed our students' expectations.
8. Enhance teacher and student dialogue.
9. Preserve our core ideology.
10. Make incentive-based changes when possible.
11. Distinguish between administrative decision and a shared governance decision.
12. Reduce workload, paperwork, and redundancy whenever possible.
13. Save resources wherever possible.
14. Acknowledge the opinions of others.
15. Be patient.
16. Openly admit mistakes and apologize.