



Wednesday, January 26, 2011

**Board of Directors Meeting
5:00 – 6:15 pm
District Board Room**

Board Present: Agbayani, Casas-Frier, Kung, Manwani-Bhagat, McKenna, Miner Neiman, Thor, Torgersen, Smithwick, Stevenson

Board Absent: Dubin, Greif, Klinke, Korol, Levy, Murphy, Swift

Staff Present: Dirking, Lyssenko, Spatafore (in place of Murphy), Woodworth

Guests: Susan Carsen of Carsen Consulting; Kevin McElroy, Vice Chancellor; Gay Krause, Director of KCI; Patricia Williams; Board Nominee.

Minutes

Welcome & Introductions

Approval of Minutes

Minutes for October approved.

Board Development Report

- On behalf of the Board Development Committee, Torgersen introduced Board nominee, Patricia Williams. Patricia excused herself from the meeting while the Board voted on her nomination.
 - Patricia has been with Emily's List since 1999 and has extensive non-profit experience and a strong commitment to higher education.

Action: Torgersen moved to nominate Patricia Williams as FHDA Foundation Board member. Manwani 2nd, all in favor.

- The Board Development Committee also has forwarded Kathleen Santora as a nominee.
 - Torgersen reported that Santora was unable to attend the meeting tonight. Santora's experience includes HR experience at Sun Microsystems, extensive volunteer experience and most recently was the Chair for Foothill's Environmental Horticulture Slow the Flow conference last year.

Action: Torgersen moved to nominate Kathleen Santora as FHDA Foundation Board member. Smithwick 2nd, all in favor.

- Torgersen pointed out that new FHDA Board Books were handed out. Board should sign and turn in the Conflict of Interest Form and the Board Roles & Responsibilities form to Lyssenko. The Board Book was one of the tasks of the Board Development Committee as recommended by the recent board evaluation.

Finance Committee Report

- Agbayani reported that the Dashboard reflected \$1.8 million in fundraising revenue as of 12/31 but that the Foundation staff was still entering December gifts and the amount was probably

closer to \$1.9 million. The challenge in the next 6 months will be to raise the additional \$2.1 million to reach our \$4 mil goal.

- The investments in December were good and the assets in the Foundation reached \$28 million.
- The Finance Committee will be looking into a Request for Qualifications (RFQ) for investment managers. The Foundation has been with the CommonFund for a long time and the Committee felt that it was good practice to see what other institutions can offer.
- Chuck Berghoff has resigned from the Finance Committee due to heavy work schedule.
- Manwani noted a budget gap in the Cost Recovery area in the Dashboard. The Finance Committee is aware of this gap and will report back to the Board in March.

Chancellor's Report

- Thor reported that she, Murphy and Lyssenko will be meeting with a search firm the first week of February. The search firm Rusher Loscavio is based in San Francisco and clients include SJSU, Catholic Charities and Council on Foundations. The firm requested a meeting prior to submitting a proposal to ensure that they can feel they can be successful.
- Thor reported out on the Governor's Budget. There is a \$26 billion deficit to address and the Governor has proposed a \$1.4 billion cut to higher education – \$500 million to UCs & CSU and \$400 million to community colleges. This translates to a \$10.9 million cut to the Foothill & De Anza which is equivalent to a loss of more than 4000 FTE students at the colleges. The \$10 million cut is based on assumptions that a tax bill will be placed on the ballot and voters approve. If the bill is not placed or the voters don't approve then the cuts will be more severe with a range of \$16.9 to \$24.9 million for FHDA.

President's Priorities (see attached)

Foothill

- Miner explained that all the priorities reflect items from Foothill's Master Plan goals. The priorities are drawing from Foothill's strengths and where it has champions and advocates.
- The college is actively seeking NSF grants, Department of Labor funds and has been selected as a finalist for the Gates Foundation Next Generation grant for Math My Way, where Foothill is partnering with Rio Salado College and they would act as the fiscal agent.
- Miner recently participated in the President's Council on STEM at the White House where they are focusing on how to attract undergraduate students in STEM. There was a strong census with the group that there needs to be a strong effort with community colleges. This will be helpful as we approach donors, especially for the Learning and Science Institute.
- Miner opened up to questions. Neiman asked about the student internships. Miner reported that last year some Chancellor's Circle funds helped to support this pilot project, which has become very successful and a strong indicator for student success. \$20K pays for one student and they have 16 students currently at Stanford.

De Anza

- Spatafore explained that like Foothill, De Anza's priorities are predicated on the college's Strategic Planning Initiatives. The naming gifts for the Visual and Performing Arts Center (VPAC) and the Mediated Learning Center (MLC) would support the digital learning technology in each of these buildings.
 - Spatafore mentioned the community will be invited to MLC's 'topping out' ceremony in the late spring where the community signs a white beam and then it is lifted up and secured as part of the building.

- The Learning Communities are based on a more 'intrusive' student counseling, which is enhanced when students are going thru their program the same students and if they share each other's interests/ethnicity/backgrounds, this enhances student success.
- Spatafore briefly explained all the other priorities.

Fundraising Discussion

- McKenna asked for feedback from the Board. After some discussion, it was determined that even though the list was long, the Board felt it was manageable and gives flexibility in matching donors interests.
- Miner suggested grouping the priorities into two main areas: Workforce and Transfer.
 - Staff will review the list and place the priorities into these different areas and present to the Major Gifts Steering Committee for feedback.
- It was suggested that this priority exercise should be done on annual basis.

Other Items

- Manwani reported that the Study Group officially changed its name to the Major Gifts Steering Committee. This Committee came about as a direct result from the Board Survey and Evaluation. The Committee is looking to re-energize the board to engage in individual fundraising. After reviewing the existing prospect lists, it was determined that the Foundation needs to increase the pool of prospects. Carsen is teaching the Committee how to engage donors/community members in prospecting sessions, which is a great tool for reaching out to new networks. Manwani invited the whole Board to visit the MGSC to learn more of how to prospect and learn more about the committee activities.

Meeting adjourned at 6:35 pm

**NEXT BOARD MEETING:
March 23, 2011
District Board Room**

**FOOTHILL & DE ANZA
FUNDING PRIORITIES
JANUARY 2011**

Presented at the 1/26/11 FHDA Foundation Board Meeting

**FOOTHILL COLLEGE FUNDING PRIORITIES
A Commitment To Student Success**

FOOTHILL SCIENCE LEARNING INSTITUTE

STEM Campaign: Answering the Challenge

The integration of technology in nearly every aspect of Americans' work and personal lives makes the understanding of basic math and science concepts as essential as language fluency. More than 75 percent of students now entering California community colleges need help in developmental math and science skills.

Foothill College is preparing to address tomorrow's educational needs by incorporating innovative tools and technologies into a new curriculum that will coordinate, develop, and disseminate best teaching practices in science, technology, engineering, and math (STEM)—as well as a variety of complementary disciplines. With its proven track record of success, its vision for preparing students in new areas of expertise, and its plan for implementing that vision, Foothill is poised to become a center of excellence in teaching and pedagogy.

Housed in the new state-of-the-art Physical Sciences and Engineering Center complex, the **Foothill Science Learning Institute** will present an innovative model for the successful teaching and learning of fundamental principles and applied methodologies. The Center will provide dedicated physical space to capitalize on the interdisciplinary nature of STEM fields and encourage interaction among faculty and students.

The Science Learning Institute will:

- Build a pathway for students who may need to develop basic skills before pursuing the study of science.
- Support the professional development of local elementary and secondary school teachers.
- Provide a physical place, where students and faculty can meet and interact as part of an onsite community.
- Provide a virtual enterprise, with a coordinated infrastructure that will allow teaching modules to be brought out to different school districts.

STUDENT INTERNSHIPS

Funding Goal: \$20,000 per student per year

Support will continue the success with Stanford University and also model this program to other disciplines.

Foothill has created relationships with institutions such as Stanford University, NASA and local biotechnology and nanotechnology companies to offer students experience in high-level research environments. While providing these organizations with skilled laboratory assistants, the experience will prepare Foothill students for future undergraduates, graduate and industry-level laboratory experience. Currently Foothill has seen wonderful success with placing Science Technology Engineering & Math (STEM) students into labs at Stanford University.

BASIC SKILLS

Funding Goal: \$30,000

Half-time faculty for one year for support for tutoring and curriculum development.

Innovative programs, peer support and counseling all attribute to success factors for student learning outcomes. With the closure of Foothill's Writing Center, students no longer have adequate access to tutoring and writing assistance.

SUSTAINABILITY: The Sustainable Learning Community Fund

Funding Goal: \$40,000

Support for future sustainable learning communities at Foothill College which provides workshops and educational materials.

As part of the President's Climate Commitment signed by Judy Miner, we identified the incorporation of sustainability into the curriculum at Foothill as a campus goal. The Sustainable Learning Community project is not only a means of achieving this goal, but also a way of bringing diverse groups together and to engage basic skills students in an exciting learning community that provides opportunities for interaction with other students and faculty. It also brings our core value of sustainability into the heart of the campus, and aligns with the Foothill FRAMES rubric on Global Consciousness and Citizenship. Contributions will support purchase of organic garden supplies, funding for one horticulture student internship, and development of a sustainability certificate and degree program.

FOOTHILL THEATRE ARTS

Funding Goal: \$50,000

Assist the college in mounting six theatre productions each academic year.

Foothill's theatre program enriches the community through their excellent live performances and educational opportunities for aspiring artists. The program mounts six productions each year to provide its students with the practical experience they require to transfer to four-year universities, secure internships in local theatre companies, or find employment in the myriad of theatre arts opportunities typically open to graduates of Foothill's renowned program.

VETERANS' SERVICES

Funding Goal: \$60,000

Full-time faculty for one year to provide student counseling and educational planning.

The Veterans Resource Center is a centralized resource hub, easily accessible and widely available to all veterans and their families. The center provides essential components in assessment and screening, academic support services, peer counseling, outreach and access to training in assistive computer technology.

FAMILY ENGAGEMENT INSTITUTE (FEI)

Funding Goal: \$100,000

Support to expand and continue building engagement strategies that strengthen the capacity of families, communities, and schools to support the success of all children.

Founded in February 2009, FEI strives to focus on providing resources to assist underserved families to close the achievement gap – or, more accurately, the opportunity gap – by instilling a commitment to valuing the influence of family on a child's well-being, ensuring all families gain access, tools, and the voice to support their children to succeed. FEI provides opportunities for accessible and affordable parenting workshops, children's programs, high school and college student mentor programs, vocational programs, staff trainings and community resources to schools and local organizations.

FOOTHILL ENTREPRENEUR CENTER (FEC)

Funding Goal: \$125,000

Provide annual support for the Entrepreneur Center's operations and scholarship programs which include one-on-one counseling, mentoring and guidance, and opportunities for students to network with leaders from the business community.

The Foothill Entrepreneur Center provides the skills to develop today's students into tomorrow's business leaders through a program of student and community involvement and student learning enhancement. FEC

strives to share this entrepreneurial spirit across all disciplines by introducing entrepreneurship to students and the community to develop an idea or passion into a viable business, whether for profit or nonprofit. Annually, FEC grants student scholarship awards for winning the Foothill Business Plan Competition; develops internship opportunities with the FEC and other business organizations; provides free access to educational and business resources such as seminars, workshops, non-credit courses, books and magazines.

DE ANZA COLLEGE FUNDING PRIORITIES

I. Naming Opportunities

1. Visual and Performing Arts Center (VPAC)

Funding Goals: \$3 million endowment to ensure staffing
(\$250,000 for equipment fund)

The Visual and Performing Arts Center at De Anza College is a stunning, 19,899-square-foot facility located on the corner of Stevens Creek and Stelling Road, facing the community. The VPAC provides space for creative expression with its 400-seat theater, adaptable classrooms, backstage preparation and reception facilities, Euphrat Museum of Art and an outdoor smart classroom. The VPAC is available for rental for community performances. De Anza College is seeking private support to ensure that equipment in the VPAC remains state of the art, understanding that what was new when the facility was built in 2009 could well be obsolete within several years. Gifts to support the center will also ensure that skilled technicians are available to manage the high volume of activities and events featured at the VPAC.

2. Mediated Learning Center (MLC)

Funding Goal: \$3 million endowment to ensure updated equipment

The Mediated Learning Center will open in fall 2012. The building, to be certified LEED Platinum, is designed to provide flexible general-purpose classrooms and labs for instruction in world languages, sociology, anthropology and a broad array of general education courses. The MLC will also provide space for Distance and Mediated Learning; the Broadcast Media, Film and TV studio; the Technology Resources Group; and Staff and Organizational Development. Private support will guarantee current equipment in digital learning technology integrated throughout all instructional spaces.

II. Funding for Programs and Services

1. Learning Communities

Total Funding Goal: \$100,000 annually

De Anza College prides itself in creating learning communities in which students remain together throughout their experience at De Anza, providing a clear path and peer support that personalize the college experience and encourage retention, particularly for first-generation, low-income students. Each cohort program requires both instructional and counseling support as well as student interns, and provides extracurricular programming to build the sense of community and engagement critical to student success. These learning communities include:

Puente: Helps Latina/o students attain their dreams of college success through its innovative combination of accelerated writing instruction, intensive academic counseling and mentoring.

Sankofa Scholars: Designed to address the retention, persistence and success of African ancestry students by providing personalized instruction and group leadership development.

First Year Experience: This program is aimed at recent high school graduates entering college. It provides basic skills programming for students, followed by support in college-level classes such as sociology, arts, economics, psychology and biology.

¡LEAD! (Latina/o Empowerment at De Anza): Provides courses in literature and critical thinking, combined with community service learning and leadership development. Students then act as organizers and program initiators across campus and in the larger community.

LinC (Learning in Community): Specific courses across disciplines, focused on current topics such as environmental sustainability, social justice and technology, providing overlapping course materials and common experiences for student cohorts.

Social Change Leadership: This newly created program provides a certificate course sequence in community development, youth leadership and civic engagement.

Funding specifics:

For each program, the following levels of private support are critical.

- A. \$20,000 = Special events, including outside speakers
- B. \$10,000 = Individual program supplies for one year
- C. \$5,000 = One student internship for one year
- D. \$1,000 = One student scholarship to Ashland Shakespeare Festival (an annual tradition for participants in one or more of the learning community programs)
- E. \$500 = Book voucher for one student for one quarter

2. Institute for Community and Civic Engagement (ICCE)

Total Funding Goal: \$36,000 annually

The Institute of Community and Civic Engagement works to empower students to become agents of change in their communities and beyond; to foster education that meets the needs of the communities we serve; and to help develop pathways to meaningful participation in local, state and federal government decision-making processes.

Funding specifics:

- A. \$10,000 = Civic Engagement Speaker Series
- B. \$5,000 = One student internship for one year (four required annually)
- C. \$3,000 = Sponsorship of Youth Voices United for Change Conference (two required)

3. Environmental Studies

Funding Goal: \$100,000 annually

Environmental Studies, yet another learning community, has grown sixfold in five years thanks to faculty and staff expertise as well as increasing student interest in sustainability and employment in the field. One exciting project is the Coyote Valley Stewardship Project, for which students research, track and record the movement of animal populations across key migratory corridors in the area south of San Jose. Students learn valuable scientific principles as they participate in the field study as well as the tenets of wildlife stewardship. They use their findings to engage the local community in their efforts to preserve this critical habitat.

Funding specifics:

- A. \$48,000 = Staffing for program management
- B. \$10,000 = Program materials
- C. \$5,000 = One student internship for one year (multiple needed each year)
- D. \$1,000 = One-month supply of food for homeless and hungry students (the Kirsch Center for Environmental Studies operates its own kitchen for student-directed and -managed food service)

4. Student Success Center (SSC)

Total Funding Goal: \$100,000 annually

Tutors provide drop-in individual and group tutoring in math, sciences, language arts, world languages, business, accounting, humanities and the social sciences as well as learning support activities such as workshops and study groups. The SSC, home of the Math Performance Success and Enable Math programs, also offers self-paced basic skills courses in reading, vocabulary, writing, grammar, basic math, and spelling as well as study skills.

Funding Specifics:

- A. \$50,000 = Math Performance Success staffing
- B. \$500-\$5,000 = Stipends for student tutors (for a total of \$50,000)

5. Scholarships

Funding Goal: \$25,000 per endowed and named scholarship (other donations to existing awards)

Scholarships provide financial support as well as the inspiration and motivation for students to reach their academic dreams.

Any gift amount is accepted for the broad range of existing scholarships for academic excellence, area of study, financial need, transfer requirements and persistence in the face of obstacles. For gifts of \$1,000 or more, the donor's name will appear on the online scholarship application.

6. Book Vouchers

Funding Goal: \$150,000 annually (\$500 per student per quarter)

Textbook costs have risen significantly in recent years. The average textbook now costs around \$150, with some science books as much as \$350. Vouchers help students who are struggling with the rising cost of education and the economic downturn and for whom the affordability of books can be the deciding factor in whether they enroll and persist at De Anza.

7. Summer Bridge for Foster Youth

Funding Goal: \$30,000 annually

This program, which awards scholarships to every participant in the program, engages emancipated foster youth in an intensive six-week summer session that provides valuable training in accessing higher education, identifying career paths and developing self-awareness. In addition to the core curriculum, the program takes students on field trips to local universities to increase awareness of transfer opportunities. By the end of the six weeks, students have completed two courses in human development and career/life planning and have earned eight transferable college credits.