

Resource Allocation Guidelines (RAG)

Charge: Develop Guiding Principles based on college's mission for the allocation of resources, human (positions), physical (space), financial. Also, develop guidelines for the reduction of resources.

College Mission: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

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PART A: HUMAN RESOURCES

Item 1: Guiding Principles & Procedures for Determining New Full-Time Teaching Faculty Positions

Background

Each year programs will submit either a Comprehensive Program Review or Annual Program Review. The programs that are requesting a new full-time faculty position will submit a Faculty Request Form in addition to the Program Review. The need for a faculty position should be corroborated by the Program Review. It is an expectation that all faculty positions will contribute to the college's equity goals. All full-time faculty positions should commence at the start of the academic year. Vacant faculty positions should remain in the pool of faculty positions and not redistributed to classified or administrative positions.

Principles

Faculty requests will be ranked in order of priority using the following criteria:

1. Program Mandates: Indication by an outside entity (e.g. an accreditation agency or state regulations) that a new full-time faculty position is required for the college/program to meet mandate.
2. Program Viability: The faculty request process should never be used to create or discontinue a program at Foothill. Careful consideration must be given to the impact of not filling a faculty position on a program's continued viability.
3. Enrollment Demand: Programs that have a demonstrated enrollment demand and a heavy reliance on part-time instructors.
4. Faculty Workload: Consideration shall be given to full-time faculty's non-instructional workload such as responses to state regulations, partnerships with outside entities, engagement with grant-funded projects, etc.
5. Content Expertise Gap: When there exists a gap in content expertise that a new hire would help fill to significantly increase program quality, retention of students and/or enrollment growth.
6. Program Expansion: If there are opportunities for program expansion (e.g. new courses, certificates, degrees, etc.) that can only be achieved with a new full-time position.
7. Emergency Hire: In case an FTE is available, the College President in collegial consultation with the Academic Senate President can make a decision about hiring a particular position. If there is an opportunity to do a cluster hiring, and an FTE is available, the president can make the call to proceed with this hire.
8. Hiring Process: The details of the hiring process are outlined in the "Procedures" section below. If the search is not successful (no candidates selected or selected candidate declines the offer), then the program in consultation with the college President may resume the search one more time during the following academic year. The college

President may determine that the search should be cancelled, and the open FTE returned to the vacant faculty position pool.

Procedures

Term	Week	Activity
Fall	1-3	The District office communicates to the campus the number of available positions. The President's cabinet estimates additional positions that might become available due to unannounced retirements/resignations.
Fall	1-2	Deans to get information from departments requesting full-time faculty positions.
Fall	2-4	Office of Institutional Research will provide training to department faculty upon request in the utilization of the Program Review Tool to access data needed to complete the request forms
Fall	7-8	Departments submit the completed request forms to the deans. Division meetings to discuss division priorities/ranking.
Fall	9	Deans will finalize the division priority.
Fall	9-10	Departments will review Job Description, preferred qualifications, and identify hiring committee members in anticipation of announcement of approved positions.
Fall	11	Prioritization Committee* meets to rank all the requests and forward the final prioritized list to the President. All requests will be ranked regardless of the number of positions available at the time.
Fall	12	The requisitions for all approved positions are entered in the HR system.
Winter	1-7	Positions are advertised and posted.
Winter	1-3	The faculty members of the hiring committee will be confirmed by the Academic Senate during the first meeting of the winter quarter.
Winter	7-12	Search and hiring process- application screenings, interviews.

*Prioritization Committee: The committee is composed of the Deans of the following divisions- Fine Arts & Communication, Business & Social Sciences, STEM, Language Arts, Kinesiology & Athletics, Health Sciences & Horticulture, Learning Resource Center, Online Learning, Counseling, Student Affairs; Vice Presidents of Instruction, Student Services, Associate Vice President of Instruction; from MIPC- FA representative, two faculty representatives, and two student representatives. This committee will be chaired by the Vice President of Instruction or their designee.

Item 2: Guiding Principles & Procedures for Determining Contract Classified Staff Positions

Background

There are currently (June 2023) XXX classified staff positions at the college. Vacancies arise because of resignations or retirements. When a vacancy arises, the Full Time Equivalent (FTE) associated with that position should be considered as returning to the general pool of available FTEs for classified staff positions. The following guiding principles should be considered when a) filling a vacant position or b) creating a new position.

Principles

1. Program Mandates: Indication by an outside entity (e.g. an accreditation agency or state regulations) that a classified staff position is required for the college/program to meet mandate.
2. Program Viability: Positions necessary for viability of a program will be prioritized.
3. Funding: A clearly identified funding source must exist for the position.
4. Workload: the duties and responsibilities associated justify the need for a position.
5. Program expansion: Additional work areas (expansion of instructional or student services programs) have been identified that demand a need for a new position.
6. Program Review: The need for the position has been documented in the most recent Annual/Comprehensive Program Review.
7. Student Engagement: provides direct or indirect support for various student activities.
8. Function & Service: Provides a unique non-transferable function that is essential to student success and effective operation of the associated unit. The duty or responsibility is vital to college or division function.
9. Content Expertise: When there exists a gap in content expertise that a new hire would help significantly increase program quality, retention of students and/or enrollment growth.

Procedures

1. Requests for Classified positions should be submitted by the supervisor to the Vice President of that area (Instruction, Student Services, or Business Services).
2. For continuing positions, obtain feedback from other personnel/students interfacing with this position. For new positions, obtain feedback from other personnel/students that would potentially interface with this position. In both instances, the feedback from the consultation should be used to review and update the job description.
3. The Vice President will forward the request to the President's cabinet for consideration.
4. The college President will make the final decision on the request based on discussion at the cabinet meeting.
5. Hiring committee: The hiring committee will be chaired by the supervisor of the position. The committee should include one or more classified staff members appointed

by the classified senate. The hiring committee chair may ask faculty to serve on the committee. An EO representative will be appointed by HR.

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Item 3: Guiding Principles & Procedures for Determining Administrator Positions

Background

There are currently (June 2023) XXX Administrative positions at the college. Vacancies arise because of resignations or retirements. When a vacancy arises, the Full Time Equivalent (FTE) associated with that position should be considered as returning to the general pool of available FTEs for administrative positions. The following guiding principles should be considered when a) filling a vacant position or b) creating a new position.

Principles

1. Program Mandates: Indication by an outside entity (e.g. an accreditation agency or state regulations) that a administrative position is required for the college/program to meet mandate.
2. Funding: A clearly identified funding source must exist for the position.
3. Workload: the duties and responsibilities associated justify the need for a position.
4. Reorganization: Structural changes to optimize the operations of a unit justify the need for new administrative oversight.
5. Function & Service: Provides a function that is essential to student success and effective operation of the associated unit. The duty or responsibility is vital to college or division function.

Procedures

1. Requests for Administrator positions should be submitted by the Vice President of that area (Instruction, Student Services, or Business Services) or the college President.
2. For continuing positions, obtain feedback from other personnel/students interfacing with this position. For new positions, obtain feedback from other personnel/students that would potentially interface with this position. In both instances, the feedback from the consultation should be used to review and update the job description.
3. The requests should be forwarded to the President's cabinet for consideration.
4. The college President will make the final decision on the request based on discussion at the cabinet meeting.
5. Hiring committee: The committee will be chaired by a member of the President's cabinet. The committee membership should include the following: two deans, three faculty members appointed by the Academic Senate, one faculty member appointed by Faculty Association, two classified staff members appointed by the Classified senate, and an EO representative appointed by HR.

PART B: PHYSICAL RESOURCES

Item 4: *Guiding Principles & Procedures for Allocation of Space (office, classroom, laboratory, community space)*

Background

The following principles and procedures should be used to create a vibrant college community that provides convenient access for students to faculty, staff, administrators, and campus resources.

Principles

1. Student access
2. Maximize usage
3. Community building
4. Sense of belonging
5. Hybrid working

Procedures

1. Faculty office spaces are allocated by the Division Dean. Full-time faculty will be provided with a private office. Vacant offices should be set aside for rotational use (based on a reservation system created by the Divisions) for part-time faculty. Division administrative assistants will manage the quarterly allocation of part-time faculty offices.
2. Classified staff members will be provided an office space (desk, cubicle, or private office) in the unit where their work is assigned. The supervisor of the classified staff member is responsible for identifying and allocating an appropriate office space.
3. Administrators will be provided a private office in an area within the vicinity of the unit where their work is assigned. The Vice President of the administrator's service area will be responsible for identifying and allocating an office.
4. Division Deans and Division Administrative Assistants will have offices located in close physical proximity to their administrative area.
5. Lecture classrooms are assigned to classes based on room capacity and maximum seat count for that class. Division Deans will work collaboratively with each other and the Scheduling Office to assign an appropriate room for a class.
6. Requests to assign a classroom or other space as a Community Space should be forwarded to the Dean of the requestor's unit. The Dean will bring this item for discussion and approval at the Dean's meeting. Approval at the Dean's meeting should be contingent on discussion with stakeholders in the selected location. The outcome of the discussion from the Dean's meeting will be forwarded to the President's cabinet by the Vice President. The final decision on the allocation of the community space will be made by the President's cabinet.

PART C: FINANCIAL RESOURCES

Item 5: *Guiding Principles & Procedures for Budget Requests (Block grants, categorical funds, B-budget, lottery)*

Background

All programs complete either an Annual Program Review (APR) or a Comprehensive Program Review (CPR) each year. As part of the A/C PR process, programs will also complete a Budget Request. The Budget Request process should be used to request new items (equipment, software etc.). The need for this item should be identified and referenced in the Program Review and must be aligned with the College's Strategic Vision for Equity.

Finance Allocation Team (FAT)

- Vice President, Finance and Administrative Services
- Associate Vice President, Workforce and CTE Programs
- Financial Analyst
- FF&E Coordinator
- Office Services Supervisor

FAT will review the requests. If the request is approved, the FAT will identify a budget to fund the request.

Principles

1. Student need: Request contributes to the advancement of student learning.
2. Instructional/Staff need: Enables instructor/staff to support student success and maintain disciplinary currency.
3. Program Review: Action items in the Program Review identify a need that will enable program improvement. Facilitates action items articulated in the Program Review.
4. Strategic Vision for Equity: Request is aligned with specific issues/goals in the Strategic Vision for Equity.
5. Program operations: Request is needed for improving or maintaining effective daily operations of the program.
6. Sustainability: Funding decisions should consider ongoing financial needs of operations and maintenance as well as long term effectiveness.

Procedures

1. The appropriate administrator will identify one person from each program (faculty, staff, or administrator) responsible for submitting budget requests (hereinafter called the program submitter). (Link the PR webpage here)

2. The administrator will notify the Smartsheet System Administrator, who will then provide access to the Smartsheet Budget Request Form by sending a link via email to the program submitter. (Link the Smartsheet form template here)
3. Program submitters will submit eligible requests for review. Eligible requests include new items (equipment, software, etc.) and all items over \$10,000. (Items needed for routine operations of the program or other ongoing purchases that were previously approved should not be included in the request).
4. Requests will be sent to the appropriate program Administrator (Dean or Vice President) for review and approval.
5. The Dean or Vice President will approve or deny the request using the Smartsheet form. Requests will then be forwarded to the Finance Allocation Team for review.
6. The Finance Allocation Team will approve or deny the request using the Smartsheet form.
7. The program submitter will be notified of the team's final decision via Smartsheet.
8. In the following annual budget cycle, the program submitter will report on how approved items met the program's needs.

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PART D: RESOURCE/PROGRAM REDUCTION

Item 6: Guiding Principles & Procedures for Reduction of Resources

Background

Resource/Program Reduction is a term broadly used when eliminating positions (faculty, staff, administrators) or programs. The following guiding principles should be considered when discussing reduction of resources. It should be noted that *when* a resource reduction is warranted and *how* the reduction is executed is determined elsewhere. The following Articles from negotiated Agreements between the different bargaining units and the District must be consulted: Article 15 of the Agreement between Faculty Association and FHDA, and Article 11 of the Agreement between FHDA and Association of Classified Employees.

An underlying premise of these guidelines is that all existing programs and personnel, regardless of their modality of operation, are important for effectively serving our students and during the difficult situations when a reduction of said services is inevitable due to fiscal demands and constraints, the following guidelines should be used to prioritize the available resources.

Principles

- Student Impact: The number of students impacted by the proposed reductions and more specifically whether the reduction disproportionately impacts some groups of students should be at the forefront of considerations. In addition to the headcount, the magnitude of the impact should also be considered.
- *Positions that are appointed vs. Posted/hired.*
- The impacted program's alignment with the college's Strategic Vision for Equity should be taken into account.
- When a program is failing to meet expectations (based on Program Review evaluations), programs should be provided detailed feedback and opportunities and support to improve.
- Prior to any consideration for reduction in resources, a thorough qualitative (e.g. student, faculty, staff, administrator, surveys) and quantitative examination (e.g. program costs, number of students served, student demographics) of the program must be conducted.
- Consider alternate sustained funding sources or possibilities of restructuring to support the program.
- In the spirit of transparency related to efforts undertaken to sustain a program, detailed communications regarding those efforts should be shared regularly with the campus community.
- The consequences of any reduction (programs or positions) should be studied in detail and documented and communicated to the campus community.

- In situations where a program maintains independent accreditation through a professional organization, the standards/requirements from the accreditor should be taken into consideration.
- When reductions are necessary, all units of the college (administration, classified, faculty both full-time and part-time) should be explored.

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PART E: Guidelines for Integrated Planning- closing the loop

Background

Once the program review process is completed, programs receive feedback from the evaluators. The highlights from the program review should be shared with the larger campus community. The Vice Presidents of Instruction, Student Services, and Finance will share the highlights from the Program Reviews of their respective areas to our shared governance body which is MIPC. This information will be used by the president to make informed decisions regarding strategic directions in various college areas.

Procedures

1. The Vice President of Instruction and the Vice President of Student Services will present an annual report to MIPC during the spring quarter about the Comprehensive Program Reviews from their respective areas.
2. The Vice President of Finance will present an annual report to MIPC during the spring quarter about the budget requests that were processed during that year.
3. Members of MIPC will make recommendations to the president based on the presentations from the Vice Presidents of Instruction, Student Services, and Finance.
4. The college President makes a determination with regards to next steps based on the recommendations from members of MIPC.