



Resource Allocation Guidelines (RAG)

Approved and Adopted at MIPC, June 16th 2023

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 requesting a new full-time faculty position will submit a Faculty Request Form and the Program Review. It is an expectation that all faculty positions will contribute to the college's equity goals.

Principles

The following criteria will be used to prioritize requests for new faculty:

1. Program Mandates: A mandate by an outside entity (e.g., an accreditation agency or state regulations) dictates the need for a full-time faculty position.
2. Program Review: The most recent program review corroborates the need for a faculty position.
3. Program Viability: A full-time position is necessary for the viability of a program; the faculty request process is not used to create or discontinue a program at Foothill.
4. Enrollment Demand: There is demonstrated enrollment demand that part-time instructors.
5. Faculty Workload: Current faculty non-instructional workload (e.g., responses to state mandates, partnerships with outside entities, engagement with grant-funded projects, etc.) necessitates an additional hire.
6. Content Expertise Gap: A new hire would fill a gap in content expertise, increasing student retention, enrollment growth, and overall quality of a program.
7. Program Expansion: There are opportunities for program expansion (e.g., new courses, certificates, degrees, etc.) that can only be achieved with a new full-time position.



Procedures

Term	Week	Activities
Fall	1-3	<ul style="list-style-type: none"> The district communicates the number of available positions to the campus. The president's cabinet estimates additional positions that might become available due to unannounced retirements/resignations. Deans solicit information from departments requesting full-time faculty positions.
Fall	2-4	<ul style="list-style-type: none"> Departments request training on the program review tool from the Office of Institutional Research to access data needed to complete the request forms.
Fall	7-8	<ul style="list-style-type: none"> Departments submit completed request forms to their deans, who hold division meetings to rank requests. Dean/VP may submit a request based on department needs they have identified.
Fall	9	<ul style="list-style-type: none"> Deans finalize their division's prioritized requests.
Fall	9-10	<ul style="list-style-type: none"> Departments review job descriptions and preferred qualifications and identify hiring committee members in anticipation of approved positions.
Fall	11	<ul style="list-style-type: none"> The Prioritization Committee* ranks and forwards all requests to the president. All requests are ranked regardless of the number of positions available at the time. The president approves requests based on the number of positions available at the time and decides which positions to requisition.
Fall	12	<ul style="list-style-type: none"> The requisitions for all approved positions are entered into the HR system.
Winter	1-7	<ul style="list-style-type: none"> Positions are advertised and posted.
Winter	1-3	<ul style="list-style-type: none"> Academic Senate confirms faculty members for hiring committees during the first meeting of winter quarter.
Winter	7-12	<ul style="list-style-type: none"> Committees review applications and conduct interviews.



*The Prioritization Committee consists of the following:

- Chair:
 - Vice President, Instruction & Institutional Research or proxy
- Members:
 - Vice President, Student Services
 - Associate Vice President, Instruction, Associate Vice President, Workforce
 - Deans
 - Apprenticeship, Business & Social Sciences, Counseling, DRC/VRC, Equity, Fine Arts & Communication, Health Sciences & Horticulture, Kinesiology & Athletics, Language Arts, Library & Learning Resource Center, Online Learning, Science, Technology, Engineering & Math (STEM), Student Affairs & Activities
 - MIPC: FA representative, two faculty representatives, two student representatives

Additional Notes

- Position Classification: To the extent possible, vacant faculty positions remain in the pool of faculty positions and are not redistributed to classified or administrative positions.
- 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.
- Opportunity Hire: When there is a Full Time Equivalent (FTE) available that can be filled by the college president in collegial consultation with the academic senate president, particularly with respect to opportunities for cluster hiring.
- Tenure Process: All full-time faculty positions should commence at the start of the academic year to maintain the timeline for tenure review as it is articulated in the Faculty Agreement.



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

Background

As of June 2023, there are 125 classified staff positions at the college. Vacancies arise because of resignations or retirements and are generally retained with the associated budget.

Unlike faculty requests, requests and procedures for classified positions do not need to occur on a set timeline.

Principles

The following criteria will be used to fill vacant positions or to create new ones.

1. Program Mandates: A mandate by an outside entity (e.g., an accreditation agency or state regulations) dictates the need for a classified staff position.
2. Program Review: The most recent program review corroborates the need for a classified position.
3. Program Viability: A full-time position is necessary for the viability of a program.
4. Workload: Program duties and responsibilities justify the need for a position.
5. Content Expertise: A new hire would fill a gap in content expertise, increasing student retention, enrollment growth, and overall quality of a program.
6. Program Expansion: The expansion of instructional or student services programs creates a need for a new position.
7. Student Engagement: Provides direct or indirect support for various student activities.
8. Function & Service: Contributes 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. Funding: A clearly identified funding source exists for the position.

Procedures

1. Supervisors submit requests for classified positions to the appropriate vice president (Instruction, Student Services, or Business Services).



2. Supervisors obtain input from students and other stakeholders interfacing with an existing position or potentially interfacing with a new position. In both instances, the input should be used to review and update the job description.
3. The vice president forwards the request to the president's cabinet for consideration.
4. The college president decides whether to approve the request based on discussion at the cabinet meeting.
5. If approved, the hiring committee is chaired by the position's supervisor and includes 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.



Item 3: Guiding Principles & Procedures for Determining Administrator Positions

Background

As of June 2023, there are 19 administrative positions at the college. Vacancies arise because of resignations or retirements and are generally retained with the associated budget.

Unlike faculty requests, requests and procedures for administrative positions do not need to occur on a set timeline.

Principles

The following criteria will be used to fill vacant positions or to create new ones.

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

Procedures

1. The college president or a vice president should submit requests for administrator positions to president's cabinet.
2. The administrator submitting the request should obtain input from students and other stakeholders interfacing with an existing position or potentially interfacing with a new position. In both instances, the input should be used to review and update the job description.
3. The college president decides whether to approve the request based on discussion at the cabinet meeting.



4. If approved, the hiring committee is chaired by a member of the president's cabinet or the supervising administrator. The committee membership may include the following: two deans, three faculty members appointed by academic senate, one faculty member appointed by Faculty Association, two classified staff members appointed by classified senate, and an EO representative appointed by HR.
5. To the extent possible, hiring should be completed during the academic year.



PART B: PHYSICAL RESOURCES

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

Background

The college is committed to configuring physical spaces that meet the needs of 21st-century students and employees while fostering a vibrant college community.

Principles

1. Student Access: Students have convenient access to physical spaces on campus that support academic success and promote a sense of inclusion.
2. Employee Access: Employees are provided with an appropriate and inclusive environment to perform their required duties.
3. Community Building: Spaces promote a sense of belonging among and across all campus populations.
4. Hybrid Working: Spaces are inclusive and enable participation via multiple modalities.
5. Optimize Usage: Use of space is strategic, effective, and a benefit to the campus ecosystem.

Procedures

1. Faculty office spaces are allocated by the Division Dean. Full-time faculty are provided with a private office. Vacant offices are 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 are 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 are provided with 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.
7. The dean meets with stakeholders affiliated with the location to discuss benefits and consequences of space allocation.
8. The Dean will bring this item for discussion and approval at the Dean's meeting.
9. The outcome of the discussion from the Dean's meeting will be forwarded to the president's cabinet by the vice president.
10. 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
- Program Submitter

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 aligns 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 consider the ongoing financial needs of operations and maintenance and 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.



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 is at the forefront of considerations. In addition to the headcount, the magnitude of the impact should also be considered.
- The impacted program's alignment with the college's Strategic Vision for Equity should be taken into account.
- Alternate sustained funding sources or possibilities of restructuring to support the program are considered.
- In the spirit of transparency related to efforts undertaken to sustain a program, detailed communications regarding those efforts are shared regularly with the campus community.
- The consequences of any reduction (programs or positions) are studied and documented in detail and communicated to the campus community.



- In situations where a program maintains independent accreditation through a professional organization, the accreditor's requirements or standards are considered.
- All college units (administration, classified, full-time and part-time faculty) are considered.

Additional Notes

- When a program is failing to meet expectations (based on Program Review evaluations), programs are 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 should be conducted.



PART E: Guidelines for Integrated Planning

Background

Once the program review process is completed, programs receive feedback from the evaluators. The highlights from the program review are shared with the larger campus community. The vice presidents of Instruction, Student Services, and Finance share program review highlights from their respective areas to MIPC, which is the shared governance body. This information is used by the college 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 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 presents an annual report to MIPC during the spring quarter about that year's budget requests.
3. Members of MIPC make recommendations to the college president based on presentations from the vice presidents of Instruction, Student Services, and Finance.
4. The college president determines next steps based on the recommendations from members of MIPC.