



PLANNING & RESOURCE COUNCIL

AGENDA - April 7, 2010

Purpose: **Participatory Governance Leaders Meeting**
Location: **TOYON ROOM**
Time: **1st & 3rd Wednesday - 1:30 p.m. to 3:00 p.m.**

DATE April 7, 2010	AGENDA TOPIC	DISCUSSION LEADER	EXPECTED OUTCOME
1:30 - 1:35	Approval of Minutes for March 17, 2010	Miner	Approval
2:15 - 2:35	FTE Requests - 1 st round Survey to be completed by April 12 - 5:00 pm	Miner/Barker	Discussion/prioritization
1:35 - 1:55	Ed Master Plan - 1 st Draft	Mummert/Peck	Information
1:55 - 2:15	Governance Handbook - 2 nd Draft	Davison/Noone/ Miner	Adoption
2:35 - 3:00	Linda Thor, Chancellor		Conversation

ATTACHMENTS:

FTE Requests List as of 3.19.10

Ed Master Plan 1st Draft

Governance Handbook 2nd Draft 12.02.09

IMPORTANT DATES:

June 7 - 6:00 - 7:30 - State of the College - Hearthside Lounge

DRAFT
4.6.10

**REVISION TO INTEGRATED PLANNING AND BUDGETING GOVERNANCE
HANDBOOK**

Participatory Governance as of April 7, 2010

Classified staff are appointed to the Planning and Resource Council (PaRC) by their respective bargaining units, i.e., Association of Classified Employees, California State Employees Association, Operating Engineers, and Teamsters.

Until such time as an alternative agreement may be reached, the Classified Senate President will serve as the ex-officio tri-chair of PaRC and incumbent members of the Operations Planning Committee and the Strategic Initiative Planning Committees may continue to serve through June 30, 2010.

To confirm membership after July 1, 2010, administrators chairing the Operations Planning Committee and the Strategic Initiative Planning Committees will fill available seats by inviting classified staff participation and seeking appointment from the volunteers' respective bargaining unit.

Governance Handbook Annual Planning Calendar (draft)

Quarter	Department	Strategic Initiatives	PaRC
Fall Weeks 1-4	Submit Reflections on SLOs and SAOs assessed in the previous quarter	Orientation	Orientation
Weeks 5-8	Annual Updates to Program Reviews	Revisit Committee Charge	Review last years' cycle and evaluation.
Weeks 9-12	Joint Division workshop to Assess ILOs	Revisit Goals and Commitments to Action	Review Budget Timeline, Adjustments and Recommendations from OPC
Winter Weeks 1-4	Submit Reflections on SLOs and SAOs assessed in the previous quarter	Review updated Department Program Reviews	Dialogue on Campus Climate/Student Services Surveys
Weeks 5-8	Submit Resource Requests and Cover Sheets for next Academic Year	Prioritize Department Resource Requests	Approval and Updates of Accreditation Self Study and Educational and Strategic Master Plan Dialogue on ARCC Report
Weeks 9-12		Finalize Commitments to Action for next Academic Year	Mid Year Budget Timeline, Adjustments and Recommendations from OPC
Spring Weeks 1-4	Submit Reflections on SLOs and SAOs assessed in the previous quarter	Evaluate last year's commitments to action/planning agendas Develop criteria to evaluate this year's commitments to action/planning agendas	Prioritize Resource Requests from SIP groups Reaffirm College Mission Statement, Vision, Values Assess Governance Structure Reaffirm Governance Handbook
Weeks 5-8	Assess Resource Allocation, Program Review, and Planning Processes	Assess Resource Allocation, Program Review, and Planning Processes	Assess Resource Allocation, Program Review, and Planning Processes
Weeks 9-12	Assess ILOs – graduating students		End of Year Budget Timeline, Adjustments and Recommendations from OPC
Summer Weeks 1-4	Update forms for Program Review	Update Resource Request forms	Update Calendars

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Integrated Planning & Budgeting Governance Handbook

*Prepared by the Academic Senate, Classified Senate, and
Planning & Resource Council*

DRAFT 12/10/2009



FOOTHILL COLLEGE

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Vision, Values, Purpose, Mission

Our Vision

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

Our Values

Honesty – Integrity – Trust – Openness – Transparency – Forgiveness – Sustainability

Our Purpose

To provide access to educational opportunity for all with innovation and distinction

Our Mission

A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to 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.

Adopted June 24, 2009

Introduction

Over 20 years ago, the California Legislature and the Governor approved AB 1725 which directed the California Community College Board of Governors to develop regulations which, among other things:

... ensure faculty, staff, and students (have) the opportunity to express their opinions at the campus level, and to ensure that these opinions are given very reasonable consideration, and the right to participate effectively in district and college governance, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards (70900.5).

Upon direction from the Legislature, the California Community College Board of Governors adopted Title V regulations to implement AB 1725. For faculty, these regulations are contained in section 51023 and again in section 53201 specifically for Academic Senates. Regulations pertaining to classified staff can be found in section 51023.5 and those pertaining to students are under section 51023.7. The Board of Governors then directed each community college district Board of Trustees to adopt local policies and procedures to implement these Title V regulations.

The FHDA Board of Trustees policies supporting the Title 5 regulations are contained in three sections (*See Appendix*):

- Board Policy 2222: Student Role in Governance
- Board Policy 2223: Role of the Academic Senate in Academic and Professional Matters
- Board Policy 2224: Role of Classified Staff in Governance

At Foothill College, participatory governance is grounded in the inclusion of faculty, staff, and students in the decision-making processes. The inclusion of all constituent groups and varying viewpoints promotes effective collaboration in college planning. The Academic and Classified senates, the Associated Students of Foothill College (ASFC), and the collective bargaining units are all present at the highest participatory governance council, Planning and Resource Council (PaRC). Two-way communication between the individual members of PaRC and their constituent groups is critical for optimal functioning of the planning structure.

Structures for Participation

Participatory Governance Group

Committee or council consisting of constituent representatives designated or selected to act in an advisory capacity that meets on a regular basis. The charge of Foothill College governance committees or councils is to communicate ideas, concerns, and recommendations through dialogue between policy or advisory groups, PaRC, and their constituents. In addition, Foothill De-Anza governance groups serve a similar role in facilitating the communication of idea, concerns, and recommendations through dialogue between policy and advisory groups across the district.

Operational Group

Standing committee or council intended to consider all matters pertaining to procedural issues as defined by the role of the members (e.g., Admin Council, Instructional Deans Group).

Subcommittee

A permanent sub group convened by a standing committee or council designated to consider specific subjects in detail for recommendations back to the standing committee or council. The chair must be a member of the committee or council to which it reports. Other members need not be members of the committee to which it reports.

Ad Hoc Committee

A working group or sub-group created by a council or operational committee to address and make recommendations on a particular subject. The members need not be from a council or committee.

Task Force

A constituency-represented group specifically convened by and reporting to PaRC or to the President (or President's designee) to address a special college-wide subject/issue and meets until the subject/issue is resolved.

Responsibility for Governance

Faculty Participation

Operational Planning

Individual departments and divisions have varying processes for how local decisions are made about developing syllabi, requesting supplies, and scheduling classes, among other things. Faculty are encouraged to check with their curriculum and senate representatives, department and division faculty, and division deans for more detailed information.

Participatory Governance

The Academic Senate is responsible for formal recommendations regarding academic and professional matters (See Appendix: California Administrative Code Title 5 Section 53201, FHDA Board Policy 2223). The Academic Senate Executive Board consists of three elected officers and two representatives from each academic division, along with an elected part-time faculty representative and liaisons from the Classified Senate, ASFC, Faculty Association, and President's Cabinet. Academic Senate meetings are open and all faculty are encouraged to communicate regularly with their representatives and to participate in Senate sponsored events, activities, and meetings. Senate minutes are posted on their website: <http://www.foothill.edu/senate/>. The Senate is also responsible for appointing faculty to college and district standing committees, peer review teams, and various college and district ad hoc committees. In addition, the Senate provides input into the prioritization process for new planning and resource requests through their appointments to the Strategic Initiative Planning Committees, the Operations Planning Committee, and the Planning and Resource Council. The Senate president meets regularly with the College President and Vice President of Instruction & Institutional Research to ensure college-wide faculty concerns are communicated and discussed. The Senate President serves alongside the College President and Classified Senate President in chairing the Planning and Resource Council (PaRC).

Collective Bargaining

The Faculty Association (FA) is the collective bargaining representative for all Foothill College faculty. FA often appoints representatives to committees and groups that deal primarily with employee contracts and benefit information and issues. Questions or concerns regarding faculty working conditions should be directed to your FA representatives.

Classified Staff Participation

Operational Planning

Classified staff have the responsibility to participate in decision-making in a number of different ways across the college. At the operational level, classified staff collaborate with other staff, administrators, faculty, and students within and across their departments, programs, and service areas to determine the most effective ways to meet the needs of the students, personnel, and the college. Different units have varying processes for how operational decisions are made and staff are encouraged to check with their supervisors, governance, and/or bargaining unit leaders for more detailed information.

Participatory Governance

The Foothill College Classified Senate is responsible for representing all classified staff in the participatory governance processes of the college and district (See Appendix: Education Code Section 70901.2, California Administrative Code Title 5 Section 51023.5, FHDACCD Board Policy 2224). Participation in the Senate provides all classified staff with the chance to contribute and respond to college and district policies. The Executive Board of the Senate consists of four elected officers, 10 elected representatives from all areas of the college, as well as any appointees to college or district committees. Senate meetings are open and all classified staff are encouraged to communicate regularly with their representatives and participate in Senate sponsored events, activities, and meetings. The Senate minutes and other timely information are posted on their

website: <http://www.foothill.edu/classified/>. The Senate is responsible for appointing classified representatives to college and district standing and ad hoc committees. The Senate provides input to the prioritization process for new planning and resource requests through their appointments to the Strategic Initiative Planning Committees, the Operations Planning Committee, and the Planning and Resource Council. In addition, the Senate President meets regularly with the College President to ensure college-wide classified concerns are communicated and discussed. The Senate President serves alongside the College President and Academic Senate President in chairing the Planning and Resource Council.

Collective Bargaining

Classified staff have five collective bargaining units that represent all classified employees on work related conditions. Questions or concerns regarding working conditions should be directed to the ACE, CSEA, Teamsters, Confidentials, or Operational Engineers union stewards or representatives. The various unions often appoint representatives to committees and groups that deal primarily with employee contracts, working conditions, and benefit information.

Student Participation

The Associated Students of Foothill College (ASFC) is responsible for representing all students to the college president, Academic Senate, Classified Senate, and college standing committees (FHDA Board Policy 2222, California Administrative Code Title 5 Section 51023.7). The ASFC appoints eligible students to serve on a number of college standing committees, including the Planning and Resource Council, the Strategic Initiative Planning Committees, among others. All Foothill students are represented on the Foothill-De Anza Board of Trustees by a non-voting Student Trustee (FHDA Board Policy 2222). The ASFC president is a member of the Planning and Resource Council.

Each Foothill student has specific rights and responsibilities as a student enrolled in the college. All students are encouraged to make their voice heard by voting or participating in student elections and in student clubs or by contributing their opinions to occasional college surveys regarding student satisfaction with the college and specific departments and services.

Participatory Governance

Students participate in decision-making processes in a variety of ways. The ASFC meets regularly and appoints student representatives to governance groups and committees within the college. The ASFC provides input to the prioritization process for new planning and resource requests through their appointments to the Strategic Initiative Planning Committees, the Operations Planning Committee, and the Planning and Resource Council. Students have a responsibility to gather information from these meetings and to disseminate this information and collect feedback from their student peers.

Administrator Participation

Operational Planning

Administrators participate in decision-making processes in a variety of ways. In their local areas of responsibility, they are responsible for seeking faculty, staff, and student input to improve programs and services, as well as working with their direct supervisors and appropriate committees and work groups to represent the ideas and issues of their areas. Managers are responsible for facilitating department and unit program reviews and plans by faculty and staff, as well as for facilitating division or service area meetings where faculty and staff work together to prioritize any requests for college-wide resources coming from their academic or service areas.

All administrators serve on the Admin Council, which meets monthly and includes all vice presidents, deans, directors, and supervisors. When needed, managers provide formal input on governance issues to the college president.

The Instructional Deans have a monthly meeting with the Vice President of Instruction and Institutional Research to problem solve and discuss operational issues such as providing curriculum support to faculty, program compliance and regulatory changes, enrollment management, and coordinating overlapping programs and services.

The President's Cabinet meets weekly and includes the President, all the Vice Presidents, two Associate Vice Presidents, and the College Researcher. President's Cabinet is responsible for discussing overall college operational issues and making recommendations to the president based on input from their areas.

Participatory Governance

Administrators are appointed to serve on a variety of Foothill College and District ad hoc and standing committees by the college president. The administrators provide input to the prioritization process for new planning and resource requests through their appointments to the Strategic Initiative Planning Committees, the Operations Planning Committee, and the Planning and Resource Council. In addition, administrators have a responsibility to solicit opinions from faculty, staff, and students in effected areas, as well as give those opinions reasonable consideration before final decisions are made that effect those individuals.

Non-Collective Bargaining

Administrators who are directors, deans, and vice presidents are represented by the meet and confer group, American Management Association (AMA). Questions and concerns regarding working conditions should be directed to AMA representatives.

Integrated Planning & Budget Procedures for Action

The goal of integrated planning and budget is to provide the college with the opportunity to examine the totality of the needs of the college in relationship to the strategic plan before making decisions.

The GUIDING PRINCIPLES used to develop the Integrated Planning and Budgeting processes were:

- Driven by our mission and Strategic Planning goals.
- Transparent, understandable and informed by data. The integrated planning and budget process defines HOW decisions are made, but the process does not make the decisions. The college leadership makes budgeting decisions informed by collaborative and transparent campus input. College leadership is accountable for their decisions and will provide, in writing, explanations when they do not accept the recommendations of planning councils.
- Iterative, cyclical process, involving annual assessment and refinement to ensure that it effectively integrates planning and budgeting.
- Foster flexibility and innovation as well as accountability for divisions, departments, and units. Ongoing assessment of the impact of expenditures will be a critical component of assuring accountability for results.
- Aligned with college Strategic Planning priorities and increasing student learning. Our budget reflects our choices and reallocation or substitution of resources may occur to meet highest priority needs.
- Intended to increase collaboration and efficiencies across the institution.
- Assume that these processes impact all funds.
- Collaboratively developed division plans that are informed by detailed program plans which are linked to Strategic Planning goals and action plans.

To develop a college-wide perspective, resource requests are rooted in SLO assessment/reflection, program review, and standing committee recommendations. In addition, all groups prioritizing requests are asked to submit a rationale for their prioritization and to link their priorities to the strategic plan and the improvement of student learning.

Resource Alignment Process

Resource allocation and resource redirection requests should be made through the annual Resource Alignment Process. All resources requests (personnel, B-budget, facilities, technology, equipment, or supplies) are forwarded to and prioritized by the appropriate academic, administrative or student services divisions or by the subcommittee for prioritization of committee plans. All programs and services must participate in the program review process which includes annual updates in the years a program does not complete a full review. Program review and program review updates, Student Learning Outcomes and Assessment, and related supporting data will be reviewed as part of each request.

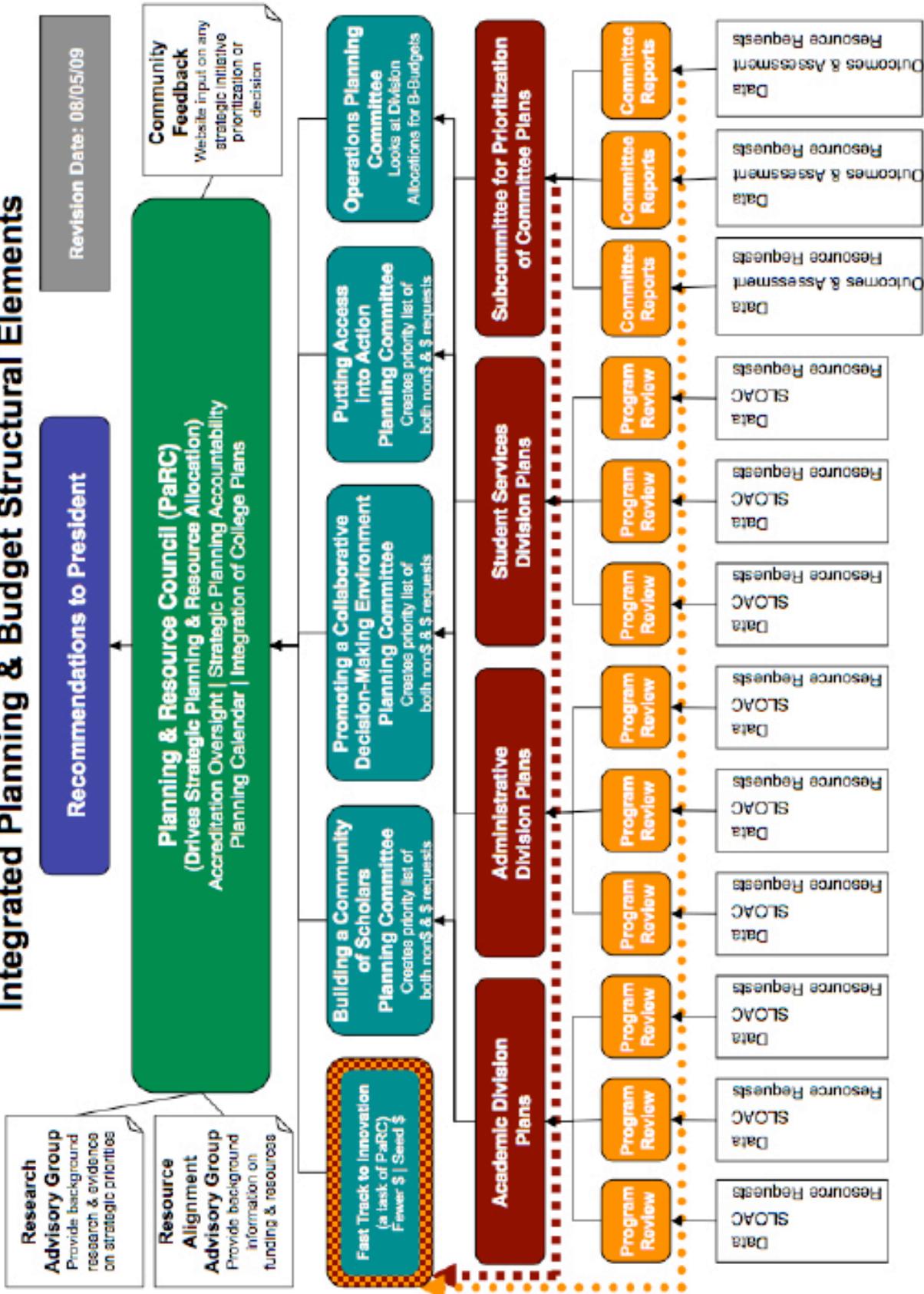
1. Each division or service area forwards their prioritized list of resource requests, most often contained in program review, to the Operations Planning Committee and/or to one or more Strategic Initiative Planning Committee. In each program review, there is an area to link each resource request with the appropriate strategic initiative.
2. Requests will be further reviewed and prioritized at the level of each planning committee.
3. All resource prioritizations will be sent from the planning committees to the Planning and Resource Council (PaRC) for final prioritization in alignment with the Strategic Plans.
4. Final prioritizations are then forwarded to the College President for consideration.

Two additional advisory groups may be convened at multiple stages of the process to help inform the prioritization process. The Budget Alignment Advisory Group serves to identify available resources for meeting recommendations. The Research Advisory Group provides supplementary data and research to inform recommendations.

At any point, a resource request can be forwarded to PaRC for expedited consideration through the “Fast Track for Innovation.” Such requests should be limited to seed funds for innovation, matching funds needed for new grant and funding opportunities, or funds needed to accommodate a mandated change in policy or program.

If additional resource needs arise after completion of the Resource Alignment Process, PaRC will review the additional requests and align them with the college mission, strategic initiatives, and student learning to make a recommendation to the President. Additional requests will not be considered unless there is a demonstrated reason the request was not included in the process, such as unanticipated staffing vacancies, changes in funding streams, or mandated program changes. The College President makes final decisions on additional recommendations from PaRC.

Participatory Governance Integrated Planning & Budget Structural Elements



Planning Membership Structures

In creating the membership structure for the Planning and Resource Council (PaRC), the various Strategic Initiative Planning Committees, and the Operations Planning Committee, appointments will be made as follows:

- Faculty appointments made by the Academic Senate
- Classified appointments made by the Classified Senate
- Student appointments made by Associated Students of Foothill College
- Administrative appointments made by Cabinet

There will be the same number of Strategic Initiative Planning Committees as there are Strategic Initiatives and one Operations Planning Committee. For academic years 2009-2010 through 2011-2012, there are three different Strategic Initiative Planning Committees: Access Into Action; Building a Community of Scholars; and Promoting a Collaborative Decision-making Environment.

- To ensure broad participation—one individual can only participate on ONE of the planning subcommittees of PaRC.
- To ensure open lines of communication—one faculty and one classified member must be a member of their executive senate.

Planning and Resource Council (PaRC)

Planning and Resource Council Composition

19 voting members and 13 *ex officio* members must have a primary assignment at Foothill College:

- Chairs (3):
 - College President (1)
 - Academic Senate President (1)
 - Classified Senate President (1)
- Members (16):
 - ASFC President (1)
 - ASFC Student Trustee (1)
 - ASFC Student Members (2)
 - Strategic Initiative/Operational Budget Planning Chairs (12)
 - Classified (4)
 - Faculty (4)
 - Deans/Directors (4)
- Ex Officio Members (13):
 - ACE (1)
 - CSEA (1)
 - FA (1)
 - Teamsters (1)
 - Operating Engineers (1)
 - MSA (1)
 - Cabinet (7)

Planning and Resource Council Role

- Oversees and drives institutional planning agendas for each academic year. Integrates and synthesizes planning calendars, planning and assessment of all college wide plans, including the Strategic Plan Commitments to action, Instructional/Student Services/Administrative Program Plans and Reviews as they relate to the Strategic Initiatives and to increasing student learning, ACCJC Recommendations, Accreditation Planning Agendas, Facilities Plans, Technology Plans, Student Equity Plans, and DSPS Plans.
- Prioritizes expenditures to advance the Strategic Initiatives including resource requests for personnel, facilities, technology, and supplies.
- Evaluates proposals for Fast Track to Innovation expenditures.
- Approves the priorities for division budgets.
- Develops policy regarding budget reduction.
- Reviews College and District policies and develops procedures to implement policy.
- Provides Accreditation Oversight.
- Advises the President on issues regarding campus climate.
- Advises the President on any other issues affecting the well-being of the College at large.
- Evaluates instructional program discontinuance proposals.
- Promotes awareness and understanding of Foothill College budgeting, FHDA district budget, and the state budget.
- Evaluates proposed new instructional and student services programs against sustainability and compatibility with Foothill Strategic Initiatives.

Planning and Resource Council Products

- Strategic Plan Progress Reports.
- Prioritized list of expenditures (personnel, equipment, technology, and supplies) to drive Strategic Initiatives and to improve student learning with accompanying rationale.
- Strategic Initiative Expenditure Progress Reports against planned expenditures.
- Accreditation Progress Reports.
- Development of criteria and implementation of annual evaluation of the planning outcomes and process.
- Development of policies and procedures recommendations.
- Makes recommendations to President regarding budget reductions when required.
- Makes recommendations regarding Program discontinuance when required.
- Makes recommendation regarding proposed new instructional and student services programs.
- Maintain communication with college community by keeping an updated website with agendas, handouts, and minutes.
- Communicate via email and website the rationale behind decisions.

Strategic Initiative Planning Committees

There will be the same number of Strategic Initiative Planning Committees as there are Strategic Initiatives and one Operations Planning Committee. Currently, there are three Strategic Initiative Planning Committees: Access Into Action; Building a Community of Scholars; and Promoting a Collaborative Decision-making Environment.

- To ensure broad participation—one individual can only participate on ONE of the planning subcommittees.
- To ensure open lines of communication—one faculty and one classified member must be a member of their executive senate.

Strategic Initiative Planning Committee Composition

Each of the separate Strategic Initiative Planning Subcommittees has 6 voting members, 1 *ex officio* member:

- Chairs (3):
 - Faculty (1)
 - Classified (1)
 - Dean/Director (1)
- Members (3):
 - Student (1)
 - Classified (1)
 - Faculty (1)
- Ex Officio:
 - Vice President (1)

Strategic Initiative Planning Committee Role

- Integrates, synthesizes, and prioritizes resource requests linked to a particular Strategic Initiative or to improve student learning.
- Makes recommendations to College Planning Council regarding prioritization of resources advancing a particular Strategic Initiative.
- Maintain communication with college community by keeping an updated website with agendas, handouts, and minutes.
- Communicate via email and website the rationale behind decisions.

Strategic Initiative Planning Committee Products

- Prioritized list of resources (personnel, equipment, technology, and supplies) to drive a particular Strategic Initiatives and to improve student learning with accompanying rationale.
- Development of criteria for and implementation of the annual evaluation of the expenditures that advance
- Development of criteria and implementation of annual evaluation of the planning outcomes and process of their particular Strategic Initiative Planning Committee.

Operations Planning Committee

In addition to the strategic initiative planning committees, an additional Operations Planning Committee is established to make recommendations on ongoing budgets and budget redistributions. Recommendations are forward to PaRC for further review and prioritization in conjunction with prioritizations from the strategic initiative planning committees and ultimate recommendation to the College President.

Operations Planning Committee Composition

The Operations Planning Committee has 6 voting members, 1 *ex officio* member:

- Chairs (3):
 - Faculty (1)
 - Classified (1)
 - Dean/Director (1)
- Members (3):
 - Student (1)
 - Classified (1)
 - Faculty (1)
- Ex Officio:
 - Vice President (1)

Operations Planning Committee Role

- Recommends the process for the development of guidelines and calendar for preparation of budgets.
- Reviews revenue projections for each upcoming Fiscal Year based on reported and estimated FTES allocations from the District.
- Reviews division spending plans and makes recommendations to the CPC regarding division allocations.
- Develops criteria for establishing division and unit operating budgets.
- Prioritizes resource requests not aligned with Strategic Initiatives.

Operations Planning Committee Products

- Recommendations to PaRC regarding division and unit operation budgets.
- Prioritized list of allocation recommendations not aligned with Strategic Initiatives.
- Process for the development of the Guidelines for Budget Development.
- Budget Development Timeline.
- Maintain communication with college community by keeping an updated website with agendas, handouts, and minutes.
- Communicate via email and website the rationale behind decisions.

Planning & Resource Council Guidelines

The policies integrating planning, program review, and resource alignment were developed by the Integrated Planning and Budget Taskforce Committee with final approval on June 24, 2009 by Roundtable, the existing highest participatory governance group. Prior to approval, multiple iterations were shared and revised with a number of college groups, including the Academic and Classified Senates and the Associated Students of Foothill College.

Integral to integrating planning and resource alignment is a structure of strategic initiative planning committees which will both guide the college strategic initiatives and prioritize resource requests relevant to those initiatives. Prioritizations are forwarded to PaRC for college-wide prioritization and ultimate recommendation to the College President.

The Planning and Resource Council (PaRC) will only consider requests for ongoing budget allocation or redirection if current program review self-studies are on file. Requests which involve a new program, more than one program, or which don't fit within an existing program framework shall be accompanied by a division area review and/or planning document.

Charge to the Council

- Continue the policy of integrating planning with resource alignment by only considering and/or funding requests that have current academic, service, administrative, or committee program reviews and plans on file.
- Establish factors for determining how the College should spend any such permanent augmentation in funds from the District.
- Ensure the factors are not so prescriptive that we become overly rule bound.

Ongoing Budget Augmentation and Elimination

Guiding Principles

Multiple factors that should be considered:

- Changes in enrollments across divisions (WSCH), or overall headcount for college-wide services (counseling, library, admissions/records, etc.).
- Severe losses in a major funding source by a division of the College.
- A major new responsibility required of a division of the College, such as creation of a new department, maintenance of substantial new equipment, or adherence to new regulations.
- A significant change in educational methodology by a discipline, such as the need to incorporate new technology or redesign a program.
- A program's "value and quality" in relation to its productivity. The cost-benefit ratio should be found in the program review.
- Services and resources that align with the college strategic initiatives and support student learning.
- Inflation and cost-of-living adjustments.

Criteria that should not be used:

- Some money should go to each of the funding areas.
- The money should be equally distributed among the divisions and programs in the College.

Procedures

All requests for resource allocation or resource redirection must be made through the Resource Alignment Process.

Requests for resource allocation or resource redirection to fund ongoing programs or initiatives will only be considered if the ongoing program or initiative proposal has a plan that is aligned with the college mission and the strategic initiatives or is designed to improve student learning. Requests which involve a new program, more than one program, or which do not fit within an existing program framework shall be accompanied by a division area review and/or planning document.

Resource reductions or eliminations should be aligned with the college mission, the strategic initiatives, and with improving student learning.

Resource reductions or eliminations assume a timeline that would allow the process to unfold. In an emergency, the Cabinet and/or the Planning and Resource Council could take immediate steps.

Funding New or Expanding Programs or Initiatives

Guiding Principles

- Divisions or program areas identify new programs, significant program expansions, or other initiatives, which would be viable, and meet emerging student needs. This identification could be based on program review, changing demographics or workforce needs, developing technologies, etc.
- Program planning and review data or a planning document must accompany funding requests.
- Funding sources could stem from the Divisions absorbing start-up costs or from funding requested through the Resource Alignment Process
- Deans or program leaders could write a rationale for permanent “B” budget funding, to be submitted through the Resource Alignment Process.
- Funding would follow the normal Resource Alignment Process, with the potential of seed funding through the “Fast Track to Innovation.”
- All new programs will complete program review and begin assessing student learning outcomes at the earliest reasonable time.

Procedures

All requests for resource allocation or resource redirection must be made through the Resource Alignment Process.

Requests for resource allocation or resource redirection to fund new programs or initiatives will only be considered if the new program or initiative proposal has a plan and is aligned with the college mission and the strategic initiatives or is designed to improve student learning. Requests which involve a new program, more than one program, or which don't fit within an existing program framework shall be accompanied by a division area review and/or planning document.

Determining and Allocating Full-Time Teaching Faculty Positions

Planning and Resource Council (PaRC) will only consider requests for faculty position allocation or redirection if current program review self-studies are on file. Requests which involve a new program, more than one program, or which don't fit within an existing program framework shall be accompanied by a division area review and/or planning document.

Guiding Principles

Multiple factors should be considered:

- Areas of the College do not “own” faculty positions; vacant positions revert to the College for possible reassignment.
- Positions should be evaluated based on College mission, strategic initiatives, and student learning.
- Departments with a high part-time faculty to low full-time faculty ratio should have priority, unless a department cannot, under unique circumstances, find any part-time faculty available to teach in a discipline.
- Departments with increasing enrollments should have priority over departments with decreasing enrollments.
- Highly “viable” programs should have priority over less viable programs. “Viability” should be determined by program review and should include such issues as assurance of future enrollments, availability of facilities, and provision of proper staff support.
- Established departments with no full-time faculty and viable newly proposed departments should have priority over departments with existing full-time faculty.
- Departments needing full-time faculty to address health/safety/legal requirements should have priority over programs having lesser such need.
- Departments should exhaust the possibility of reassigning other (possibly under loaded) full-time faculty to department before being authorized to proceed with full-time hire. Such reassignments should be consistent with contract provisions.

Criteria that should not be used:

- Whether or not the productivity of a department (measured in WSCH/FTE) is high or low. Departmental productivity may properly be used in determining the number of sections of classes offered and whether or not to continue a program, but productivity should play a much lesser role in deciding what portion of classes in a department should be taught by full or part-time faculty.
- The number of years a department has been making a request for a full-time hire.
- Recent retirements/resignations/reassignments of full-time faculty in a department.

Additional factors that should be used if there are more candidate pools than positions available:

- Positions with a truly exceptional candidate should have priority over positions with a less qualified applicant pool.
- Positions with a candidate able to teach in multiple disciplines should have priority over positions containing applicants able to teach in only a single discipline.
- Positions whose filling would advance the College’s equal opportunity goals should have priority over those whose filling would not.

Procedures

- The District office communicates to the campus the number of available positions early in the fall quarter.
- The College President estimates additional positions that might become available due to unannounced retirements/resignations.
- Faculty requests are made through the Resource Alignment Process. PaRC examines the prioritized lists of faculty requests to make final recommendations to the College President.

- The College President makes the final decision based on recommendations from PaRC and available resources.
- PaRC will consider additional requests later in the academic year if new faculty needs emerge due to an unanticipated vacancy or if other needs emerge in the context of existing unfilled requests. The College President makes final decisions on additional recommendations from PaRC.

Determining and Allocating Contract Classified Staff Positions

The Planning and Resource Council (PaRC) will only consider requests for classified staff position allocation or redirection if current program review self-studies are on file. Requests which involve a new program, more than one program, or which don't fit within an existing program framework shall be accompanied by a service or division area review and/or planning document.

Guiding Principles

Multiple factors should be considered:

- Areas of the College do not “own” classified positions; vacant positions revert to College for possible reassignment.
- Positions should be evaluated based on College mission, strategic initiatives, and student learning
- Departments needing classified staff to address health/safety/legal/security requirements should have priority over programs having lesser such need.
- Evaluate available positions based on where money is currently spent on casual labor, comp time, and overtime.
- Highly “viable” programs should have priority over less viable programs. “Viability” should be determined by program review and should include such issues as assurance of future enrollments and/or services to students, availability of facilities and funding, and provision of proper staff support.
- Consider reallocating or eliminating the workload if a position is eliminated.
- Consider allocating positions to areas where workload is high if a position becomes available.
- Weigh the creation of new positions with the redistribution of work and workload.
- Adhere to union contract rules

Procedures

Classified staffing requests are made through the Resource Alignment Process. PaRC examines the prioritized lists of classified staffing requests to make final recommendations.

- Recommendations should follow classified union contract guidelines and management should meet and confer with the union(s) on changes in classified staff positions as required by the contract(s).
- The College President makes the final decision based on recommendations from PaRC and available resources.
- PaRC will consider additional requests later in the academic year if new classified staffing needs emerge due to an unanticipated vacancy or if other needs emerge in the context of existing unfilled requests. The College President makes final decisions on additional recommendations from PaRC.

Allocation of Office Space

Guiding Principles

- These guidelines were developed to insure that office space be allocated equitably to meet the needs of the college and to maximize the utilization of space.
- Full-time faculty, classified staff, and administrative offices shall be allocated according to the nature and content of the job. As has been the past practice, full-time faculty shall be assigned a private office whenever possible.
- People working in similar programs, areas, or disciplines shall be located in physical proximity, if practicable.
- An employee shall have no more than one office.
- Article 19 and part-time faculty may share offices if available.

Procedures

- Division Deans, using the guiding principles, shall have authority to designate office spaces equivalent to the number of full-time faculty in the division.
- Unmet need for full-time faculty space shall be resolved by negotiation among Division Deans.
- When additional office space is needed, those offices unoccupied for a quarter or more by employees on Professional or Staff Development Leave or Article 18 may be temporarily allocated by that employee's supervisor to other employees.
- The President and Vice Presidents shall resolve space conflicts if Division Deans are unable to resolve them directly.
- The President and Vice Presidents shall have authority to resolve conflicts for administrative offices.
- The President and Vice Presidents shall allocate office space for other groups only after the allocation of office space for faculty, classified staff, and administrators.

Additional Committees and Groups

Participatory Governance Groups

Foothill College participatory governance groups include the Academic Senate, Classified Senate, and Associated Students of Foothill College. Each entity has a constitution and by-laws and operates within AB 1725 requirements and/or FHDA Policy and Regulations.

Academic Senate

Role

As defined in the Foothill College Academic Senate Constitution and California Code of Regulations Title 5 Section 53200, the purpose of the Academic Senate is to give the Foothill College faculty a formal and effective procedure for participating in the formation of college and district policies on academic and professional matters. Moreover, the Senate facilitates communication between the Senate and the administration, the Foothill-De Anza Community College Board of Trustees, the academic divisions, and the De Anza Faculty Senate.

Membership Structure

The Academic Senate represents all faculty and its executive group consists of the officers of the Senate plus the faculty division representatives from each of the current instructional or instructional support divisions, as well as a representative elected by the part-time faculty.

Products

With regard to academic and professional matters, the State Board of Governors, the Foothill-De Anza Board of Trustees, and Foothill College rely upon the recommendations of the Academic Senates. The responsibility of the Academic Senate is to be primarily concerned with and to make recommendations to the appropriate college and district administrators and management teams, the Board of Trustees, and state educational agencies on local and statewide community college educational issues, including but not limited to the following:

- curriculum, including establishing prerequisites and placing courses within disciplines
- degree and certificate requirements
- grading policies
- educational program development
- standards or policies regarding student preparation and success
- district and college governance structures, as related to faculty roles
- faculty roles and involvement in accreditation processes, including self-study and annual reports
- policies for faculty professional development activities
- processes for program review
- processes for institutional planning and budget development and
- other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

Classified Senate

Role

As defined in the California Code of Regulations Title 5 Section 51023.5, the primary roles of Classified Senate is “to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.”

In addition, the Classified Senate Constitution & Bylaws states that the mission of the Classified Senate is to work in partnership with faculty and administrators to provide students with the support needed to achieve excellent educational experiences and learning opportunities by promoting excellence in all aspects of support provided to the college community, and especially to staff. The function of the Senate is to participate in the governance of Foothill College; to actively collect, evaluate, and disseminate information for the classified staff; and to represent the collective interests of the classified staff before or on any governance or college committee.

Membership Structure

The Classified Senate membership includes all classified staff. The executive group consists of the officers of the Senate, 10 segment representatives from each of the current instructional or instructional support divisions, and any appointed representatives to district or college committees.

Products

With regard to matters that effect staff in the participatory governance process, the Classified Senate is organized to:

- participate in the Foothill College governance structure
- provide a body representing the needs, concerns, and viewpoints of the classified staff
- provide a centralized means of communication between classified staff and the rest of the college community
- appoint from its membership representatives to serve on governance and college committees
- articulate the professionalism of the classified staff so that it is properly recognized and valued
- provide an opportunity for enhancing the democratic process of governance at Foothill College
- provide an opportunity to develop individual leadership among the classified staff, as well as increase the professional standards of its members
- promote and support activities that develop or increase the skills, productivity and professionalism of the classified staff
- promote the interests of the classified staff in the initiation, development, implementation, and evaluation of policy and practice related to but not limited to the following that have significant impact on staff:
 - The selection and retention of administration
 - In-service education
 - Facilities and services
 - Student-classified, faculty-classified, and management-classified relations
 - Finance and budget

Associated Students of Foothill College (ASFC)

Role

According to the California Code of Regulations Title 5 Section 51023.7, the purpose of the Associated Students Foothill College (ASFC) is to represent the student body “in formulation and development of district and college policies and procedures that have or will have a significant effect on students.”

In addition, the ASFC Constitution and Bylaws state the purpose of ASFC is to conduct the business of ASFC, and promote the general welfare of the students, foster a spirit of democracy and unity in all student activities, promote the growth and development of Foothill College, and to promote college-community relations.

Membership Structure

The ASFC Campus Council consists of the 6 elected officers of the Senate plus the 7 senators, the Vice Chair of OBD, the OBD Finance Director, the OBD Councilperson, and other appointed officers.

Products

With regard to matters that effect students, the right of the ASFC is to make recommendations throughout the participatory governance process on matters, including but not limited to the following:

- grading policies;
- codes of student conduct;
- academic disciplinary policies;
- curriculum development;
- courses or programs which should be initiated or discontinued;
- processes for institutional planning and budget development;
- standards and policies regarding student preparation and success;
- student services planning and development;
- student fees within the authority of the district to adopt; and
- any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

College Curriculum Committee

Role

The purpose of the College Curriculum Committee is to establish and approve educational curriculum policy campus wide. Subcommittee of the Academic Senate.

Membership Structure

Co-chaired by the Vice President of Instruction & Institutional Research and the Vice President of Academic Senate, who serves as a voting tiebreaker. The voting membership consists of two faculty members from each instructional division representing their division’s one vote, the College articulation officer, and three voting instructional deans. The non-voting members are the SLO coordinator, the evaluations specialist, the curriculum coordinator, and an ASFC representative.

Products

This committee approves new programs, degrees, and certificates; approves the recommended general education requirements; provides college-wide curriculum direction; approves divisional curriculum processes; and provides conflict resolution regarding curriculum issues.

Non-credit Curriculum Committee

Role

The purpose of the Non-Credit Curriculum Committee is to establish and approve educational non-credit curriculum policy campus wide. Subcommittee of the Academic Senate.

Membership Structure

Chaired by the Academic Senate Vice President and the Vice President of Middlefield Campus. Membership includes representatives from each academic division.

Products

This committee approves new noncredit programs, degrees, and certificates.

Operational Groups

Standing committee or council intended to consider all matters pertaining to procedural issues as defined by the role of the members.

Academic Council

Role

The Academic Council is responsible for academic regulation evaluation, enforcement, interpretation and exceptions.

Membership Structure

Chaired by the College Registrar and Evaluations Specialist. Membership includes Academic Senate Appointees.

Products

Oversight and enforcement of academic regulations.

Admin Council

Role

Provides an open forum for managers and supervisors to discuss operational issues.

Membership Structure

Chaired by the President of the College and includes all vice presidents, deans, directors, and supervisors.

Products

Informational only, but when needed, managers provide formal input on governance issues to the college president.

Campus Center Board

Role

Ensure the Campus Center runs well and the different constituents are informed. Ad Hoc committee of the Associated Student of Foothill College (ASFC).

Membership

Chaired by the President of ASFC. Membership includes Board consisting of all the different offices in the Campus Center and liaisons from Academic and Classified Senate.

Products

Cross-collaboration on running and maintaining the Campus Center and its services.

Commencement Committee

Role

Plans and volunteers to assist with detail surrounding June's Graduation and Commencement Ceremony. Ad Hoc committee of President.

Membership

Chaired by the Dean of Student Affairs and Activities. Membership includes appointees from Academic Senate, Classified Senate, the Associated Students of Foothill College, and employees in the Student Affairs and Activities Office.

Products

A well designed and coordinated June Graduation and Commencement Ceremony.

Instructional Deans

Role

The role of this group is to provide communication among instructional deans, especially as it pertains to instructional programs.

Membership Structure

Chaired by the Vice President of Instruction and includes all instructional deans.

Products

Problem solve and discuss operational issues such as curriculum and program compliance and regulations, enrollment management, developing new programs, and coordinating overlapping programs and services.

President's Cabinet

Role

Cabinet is responsible for discussing overall college operational issues and making recommendations to the president based on input from their areas.

Membership Structure

Chaired by the President and includes all the Vice Presidents, the Associate Vice Presidents, and the College Researcher.

Products

Decisions on operational issues.

Scheduling Committee

Role

Coordinate the scheduling and communication of class schedules.

Membership

Chaired by the Vice President of Educational Resources and Instruction and the Associate Vice President of Marketing. Membership includes an Academic Senate Appointee, the Scheduling Coordinator, the Curriculum Coordinator, and the Marketing Department.

Products

Produces the online and hardcopy of the College schedule and catalog.

Scholarship Committee

Role

Recruitment for and distribution of scholarship.

Membership

Chaired by the Director of Financial Aid. Membership includes Academic Senate appointees.

Products

Distribution of scholarship money to continuing, transferring, and career workforce students.

Subcommittees

A permanent group convened by a standing committee or council designated to consider specific subjects in detail for recommendations back to the standing committee or council. The chair must be a member of the committee or council to which it reports. Other members need not be members of the committee to which it reports.

Accreditation Coordinating Committee

Role

Works with the Planning & Resource Council on accreditation planning. Subcommittee of the Planning & Resource Council.

Membership Structure

Chaired by the Accreditation Liaison Officer, the Academic Senate President, and the Classified Senate President. Membership includes appointees from the Academic Senate, Classified Senate, Associated Students of Foothill College, and President's Cabinet.

Products

Produces the accreditation timeline and planning committees, as well as the final report.

Building and Grounds Committee

Role

Works with the Sustainability Management Planning Committee and other campus groups to ensure the integrity of campus design, placement of signage, and other matters pertaining to campus beautification.

Membership Structure

Chaired by the Facilities Director. Membership includes appointees from the Academic Senate, Classified Senate, Associated Students of Foothill College, and President's Cabinet.

Products

Helps maintain the aesthetic beauty and structure of the physical campus.

College Skills

Role

Coordinate the College Skills efforts at Foothill.

Membership Structure

Co-chaired by the Vice President of Instruction & Institutional Research and the Basic Skills Coordinators. Membership includes appointees from the Academic Senate, Classified Senate, Associated Students of Foothill College, and President's Cabinet.

Products

Oversees the College Skills Action and Expenditure Plans.

COOL (Committee on Online Learning)

Role

The purpose of COOL is to establish policy and guidelines for online teaching and learning. Subcommittee of the Academic Senate.

Membership Structure

Chaired by an Academic Senate appointee. Membership includes Academic Senate faculty appointees.

Products

Produces guidelines for academic integrity, pedagogy, and other areas of interest for online instruction.

Faculty and Staff Professional Development

Role

Provide recommendations to the Planning and Resource Council about professional development activities for employees. Oversee and integrate professional development efforts at Foothill for both faculty and staff. Subcommittee of Planning and Resource Council.

Membership Structure

Chaired by the Vice President of Instruction & Institutional Research. Membership includes appointees from the Academic Senate, Classified Senate, and President's Cabinet.

Products

Produces the Professional Development Master Plan.

Program Planning Committee

Role

Develops and evaluates the program planning and review processes. Subcommittee of the Academic Senate.

Membership Structure

Chaired by an Academic Senate appointee and the Vice President of Instruction & Institutional Research and includes an additional Academic Senate appointee, two Classified Senate appointees, an academic dean, the College Researcher, and the Student Learning Outcomes Coordinator.

Products

Disseminated program planning and review documentation, research data, and follow up reports.

Staff Development Committee

Role

Works with the Association of Classified Employees (ACE) established guidelines to allocate contracted travel and conference funds, and to collaborate with Classified Senate to develop and conduct programs for professional and personal classified staff development. Subcommittee of ACE and Classified Senate.

Membership Structure

Co-chaired by the Classified Senate President and ACE appointee. Membership includes the Classified Senate Executive Officers, and the Vice President of Instruction & Institutional Research.

Products

Oversees and integrates professional development opportunities for staff. Manages conference and travel funds for classified staff.

Student Equity Committee

Role

The purpose of the Student Equity Committee is to establish and approve student equity policy campus wide. Subcommittee of the Planning & Resource Council.

Membership Structure

Chaired by Vice President of Student Development and Instruction. Membership includes appointees from the Academic Senate, Classified Senate, Associated Students of Foothill College, and President's Cabinet.

Products

Produces the Student Equity Plan.

Sustainability Management Planning Committee

Role

Advises the Planning & Resource Council on sustainability and green issues around the campus. Coordinates sustainability efforts with the District and De Anza College. Subcommittee of the Planning & Resource Council.

Membership Structure

Chaired by the Sustainability Coordinator. Membership includes the facilities director and appointees from the Academic Senate, Classified Senate, Associated Students of Foothill College, and President's Cabinet.

Products

Produces the Sustainability Management Plan and the Carbon Action Commitment Plan.

Technology Committee

Role

Advises the Planning & Resource Council on technology planning. Works with constituents across campus to develop a comprehensive technology master plan. Subcommittee of the Planning & Resource Council.

Membership Structure

Chaired by the Associate Vice President of Marketing. Membership includes appointees from the Academic Senate, Classified Senate, Associated Students of Foothill College, and President's Cabinet.

Products

Produces the Technology Master Plan.

Ad Hoc Committees

A working group or sub-group created by a council or operational committee to address and make recommendations on a particular subject. The members need not be from a council or committee. Ad hoc committees of a standing committees or governance groups report through the parent committee or group. In the case of stand-alone ad hoc committees, the college president must approve their charge and membership. The president is responsible for requesting input from governance group leaders in creating ad hoc committees and to seek appointment of members from the appropriate governance leaders. Stand-alone ad hoc committees report to the president.

Taskforces

A constituency-represented group specifically convened by and reporting to PaRC or to the President (or President's designee) to address a special college-wide subject/issue and meets until the subject/issue is resolved.

Educational Master and Strategic Planning Taskforce

Role

Supports the development of the Educational Master Plan and Strategic Plans. Upon completion of these plans, the taskforce will disband. A taskforce of the Planning and Resource Council.

Membership

Chaired by the Vice President of Instruction & Institutional Research. Membership includes two Academic Senate appointees, two Classified Senate appointees, one Associated Students of Foothill College appointee, one dean or director, and the College Researcher.

Products

Produces the Educational Master Plan and Strategic Plans.

Bargaining Units

Faculty, staff, and administrators are represented by a number of different bargaining units across the college and district. Membership structure, goals, and procedures vary among the different units. Please contact individual bargaining units for specific information about that unit.

Appendices

California Administrative Code

Cal. Admin. Code tit. 5, § 53200

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

TITLE 5. EDUCATION

DIVISION 6. CALIFORNIA COMMUNITY COLLEGES

CHAPTER 4. EMPLOYEES

SUBCHAPTER 2. CERTIFICATED POSITIONS

ARTICLE 2. ACADEMIC SENATES

This database is current through 7/24/09, Register 2009, No. 30

§ 53200. Definitions

For the purpose of this Subchapter:

- (a) “Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.
- (b) “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”
- (c) “Academic and professional matters” means the following policy development and implementation matters:
 - (1) curriculum, including establishing prerequisites and placing courses within disciplines;
 - (2) degree and certificate requirements;
 - (3) grading policies;
 - (4) educational program development;
 - (5) standards or policies regarding student preparation and success;
 - (6) district and college governance structures, as related to faculty roles;
 - (7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
 - (8) policies for faculty professional development activities;
 - (9) processes for program review;
 - (10) processes for institutional planning and budget development; and
 - (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

(d) “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

- (1) relying primarily upon the advice and judgment of the academic senate; or
- (2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. Amendment of NOTE filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
2. Amendment of NOTE filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).
4. Relocation of article 2 heading filed 5-15-93; operative 6-4-93 (Register 93, No. 25).
5. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

Cal. Admin. Code tit. 5, § 51023.5

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

TITLE 5. EDUCATION

DIVISION 6. CALIFORNIA COMMUNITY COLLEGES

CHAPTER 2. COMMUNITY COLLEGE STANDARDS

SUBCHAPTER 1. MINIMUM CONDITIONS

This database is current through 7/24/09, Register 2009, No. 30

§ 51023.5. Staff

(a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:

- (1) Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and nonmanagement positions or groups of positions shall be separately defined or categorized.
- (2) Participation structures and procedures for the staff positions defined or categorized.
- (3) In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.

- (4) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.
- (5) Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.
- (6) The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
- (7) When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:
 - (A) The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.
 - (B) Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.
 - (C) When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.
 - (D) In all cases, representatives shall be selected from the category that they represent.

(b) In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

(c) Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.

(d) The governing board of a community college district shall comply substantially with the provisions of this section.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70901.2 and 70902, Education Code; and Sections 3540 et seq., Government Code.

HISTORY

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b), (Register 91, No. 23).
2. Editorial correction of printing error in subsection (b) and HISTORY 1. (Register 91, No. 43).
3. Amendment of subsections (a)(1), (a)(3), (a)(5), (a)(7), (b), (c) and (d) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
4. Amendment of section and Note filed 5-16-2003; operative 6-15-2003. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2003, No. 27).

Cal. Admin. Code tit. 5, § 51023.7

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

TITLE 5. EDUCATION

DIVISION 6. CALIFORNIA COMMUNITY COLLEGES

CHAPTER 2. COMMUNITY COLLEGE STANDARDS

SUBCHAPTER 1. MINIMUM CONDITIONS

This database is current through 7/24/09, Register 2009, No. 30

§ 51023.7. Students

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

- (1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.
- (2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.
- (3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.
- (4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

- (b) For the purposes of this Section, district and college policies and procedures that have or will have a “significant effect on students” includes the following:
 - (1) grading policies;
 - (2) codes of student conduct;
 - (3) academic disciplinary policies;
 - (4) curriculum development;
 - (5) courses or programs which should be initiated or discontinued;
 - (6) processes for institutional planning and budget development;
 - (7) standards and policies regarding student preparation and success;
 - (8) student services planning and development;
 - (9) student fees within the authority of the district to adopt; and
 - (10) any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.
- (c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.
- (d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.
- (e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.

Note: Authority cited: Sections 66700 and 70901(b)(1)(E), Education Code. Reference: Sections 70901 (b)(1)(E), 70902(b)(7) and 76060, Education Code.

HISTORY

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 91, No. 23).
2. Editorial correction of printing errors in subsections (a) and (b) and HISTORY 1 (Register 91, No. 43).
3. Amendment of subsections (a)(2), (a)(4), (b), (b)(10), (d) and (e) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

Foothill De-Anza Community College District Board Policies

Student Role in Governance 2222

The Board recognizes that students should have an opportunity to participate in matters of governance and access to governance mechanisms that allow them to express their opinions at both the campus and district level in accordance with Title V Section 51023.7.

To foster participation in governance, students shall be accorded membership on district and college governance committees, and (when appropriate) task forces, and similar groups.

To influence the deliberative process student members of the various district and college governance bodies, other than the district governing board, shall be granted the same rights and privileges generally held by other members

Opportunity for student participation in governance shall be maximized through reasonable accommodation of time and resources. To facilitate student attendance, the prior commitments of all members of any given committee shall receive equal consideration in scheduling meetings.

The district and colleges shall provide appropriate means (i.e., in-service training and/or orientations as needed) to strengthen student knowledge and understanding of governance issues in order to increase student preparedness, to foster greater self-confidence in student leadership roles, and to enhance student credibility.

Student representatives who serve on district or college committees, task forces, or other governance bodies shall be recommended, or where appropriate, appointed by the associated student organizations in accordance with their Constitutions and By Laws.

Students have direct access to the board in the hearing section of every board meeting, during discussions of agenda items, and, in addition, shall make use of the Student Trustee's role in the governance process.

Students shall maintain the scholastic standards of the college while serving in governance capacities. Student representatives are expected to work within the established guidelines of the participatory governance process.

Title V California Code §51023.7

Approved 2/8/93

Role of the Academic Senate in Academic and Professional Matters 2223

As outlined in Title V regulations, the Board of Trustees remains the body ultimately responsible for the policies of the District. In the execution of that responsibility, the Board recognizes its obligation under Title V regulations to "consult collegially" with the Academic Senate on "academic and professional matters." In that spirit, an assumption common to these recommendations is that there are aspects in the operation of the District which are largely in the domain of faculty and others which largely are not.

There are also areas of concern which are the responsibility of both faculty and administration. Areas of "academic and professional matters" include the following:

1. Curriculum, including the establishment of prerequisites and placing courses within disciplines;
2. Degree and Certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards regarding student preparation and success;
6. Governance structures as related to faculty roles;
7. Faculty involvement in Accreditation;
8. Policies for Faculty professional development activities;
9. Policies for Program Review;
10. Processes for Institutional planning and budget development, and;
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Consultation process for academic and professional matters:

Area	Joint Development	Primary Reliance
1. Curriculum		X
2. General Ed. and Program Specific		X
● Units for degree	X	
● Grading policies		X
3. Educational Program Development	X	
4. Standards regarding student preparation and success		X
5. Governance structures as related to faculty roles	X	
6. Faculty involvement in accreditation	X	
7. Policies for faculty professional development activities other than contractual aspects		X
8. Policies for Program Review	X	
9. Processes for institutional planning and budget development	X	
10. Other Academic and Professional Issues	Whether primary reliance or joint development to be determined on an individual basis by the Board or its designee.	

Title V California Code §53200

Approved 6/7/93

Amended 5/1/95

Role of Classified Staff in Governance 2224

The Board of Trustees shall ensure that all classified staff be given the opportunity to participate in district and college governance as outlined in Title 5, section 51023.5.

Before the Board of Trustees takes action on matters significantly affecting classified staff, except in unforeseeable, emergency situations, the classified staff shall have input on formulation and development of those matters.

To provide opportunity to influence the deliberative process and encourage improved policies and recommendations, classified staff representatives to the various district and college governance bodies shall be granted the same rights and privileges provided to all other representatives.

The district and colleges shall provide appropriate means (e.g., training and/or orientations) to strengthen classified staff knowledge and understanding of governance issues.

Appointment of classified staff representatives to serve on district and college task forces, committees, or other governance groups shall be made by the Classified Senates and the classified collective bargaining units. Representatives will be fully accountable to their appointing organization.

Classified staff representatives are expected to work within the established guidelines of the participatory governance process.

Approved 7/19/99

DRAFT 12/10/2009

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Foothill-De Anza Community College District Board of Trustees

Joan Barram; Betsy Bechtel; Pearl Cheng; Laura Casas Frier; Bruce Swenson; Erica Anderson, Foothill Student Trustee; Isabelle Barrientos Vargas, De Anza Student Trustee

Foothill College does not discriminate against any person in the provision of any program or service based on race, color, national or ethnic origin, age, gender, religion, sexual orientation, marital status, physical disability or mental disability. Coordination of Title IX of the Education Amendments of 1972 prohibiting sex discrimination is the responsibility of Vice President of Instruction & Institutional Research Katie Townsend-Merino, (650) 949-7209; and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 governing accessibility is the responsibility of Vice President of Instruction & Student Development Rose Myers, (650) 949-7228.

Produced by Foothill College Marketing & Communications Office •2551• DRAFT 12/10/2009

FTEF Requests to PaRC Meeting April 7, 2010

Adaptive Learning

Priority 1	Position:	Full Time Counselor
	Brief rationale:	This position was approved in the previous funding request. A DSPS counselor is needed to meet the increased demand for services and meet the needs of emerging populations of students with disabilities.

Business & Social Sciences

Priority 1	Position:	Anthropology
	Brief rationale:	Degree and transfer demands cannot be met by the current fulltime faculty member. Program is experiencing very good growth that is sustainable. Additional fulltime faculty member allows the program to focus on additional areas.
Priority 2	Position:	Psychology
	Brief rationale:	Degree and transfer demands cannot be met by the current fulltime faculty members. Large department with large variety of courses that still has significant unmet growth potential.
Priority 3	Position:	Child Development
	Brief rationale:	Workforce and transfer demands cannot be met by the current fulltime faculty member. Fast growing department that has the challenges of both transfer and workforce development needs a second fulltime faculty member to continue its rise to excellence.
Priority 4	Position:	Business
	Brief rationale:	Workforce and transfer demands cannot be met by the current fulltime faculty member. Program needs a second fulltime faculty member to improve the online offerings in Business and to take advantage of the potential growth in the areas of International Business.

FTEF Requests to PaRC Meeting April 7, 2010

Counseling

Priority 1	Position:	General Counselor
	Brief rationale:	<p>The Counseling Division is having a retirement this year of a full time General Counselor. General counseling is a vital part of student services for Foothill College. A General Counselor position handles all facets of transfer, career, personal, crisis and academic counseling. The Counselor is also an instructor to counseling orientation courses as well as career life planning courses. In addition, the person in that role acts as a liaison with local high schools and with on campus academic divisions. With the Counseling Division currently being down 2 Counselor positions (in addition to other full time Counselors having program coordination responsibilities) the increase in student enrollment and student counseling contacts suggests a critical need for this position. Last year the Counselors had over 33,000 contacts with students via in person, on-line, email, etc. By restoring a Counselor position to the Counseling Division it will help the students get their needs met in formulating educational, personal, career and transfer goals with a Counselor.</p>

Fine Arts

Priority 1	Position:	Music Technology Instructor
	Brief rationale:	Replace Music Technology Instructor serving as Division Dean. Music Technology is one of the most productive areas of the Division, and is our primary workforce program.

FTEF Requests to PaRC Meeting April 7, 2010

Language Arts

Priority 1	Position:	ESL Instructor/Composition Specialist
	Brief rationale:	The demand for ESL courses remains a core mission of the college in the area of basic skills. A composition specialist is needed in particular given that it is in the higher level ESL courses where we are likely to see the greatest increase in demand.
Priority 2	Position:	English Instructor Composition
	Brief rationale:	English remains a core program of the college. It serves both the basic skills and transfer needs of students and this is not likely to ever change. While we can and do staff the majority of our classes with part-time English teachers, the need for full-time faculty remains.
Priority 3	Position:	Chinese Language Instructor
	Brief rationale:	During difficult budgetary times it has been necessary to reduce the variety of foreign language classes we offer. While such classes do assist students with transfer, I submit that foreign language classes serve a broader mission of educating our students for an increasingly globalized world. A full-time Chinese instructor would undoubtedly advantage our students in such a world.

Library

Priority 1	Position:	Librarian, Director (11months)
	Brief rationale:	The college cannot be accredited without a functioning library. We cannot offer summer hours in the library with only 1, 11-month librarian.

FTEF Requests to PaRC Meeting April 7, 2010

Physical Sciences, Math and Engineering

Priority 1	Position:	Chemistry Faculty
	Brief rationale:	Over the last 3 years Chemistry continues to grow <u>an average of 10% per year. 2007-8 to 2008-9 was 15%</u> . This trend will continue. Significant growth is from the Allied Health relationship (Chem 30A/B), as well as the in the transfer courses: Chem 25, 1A/B/C, 12 A/B/C. Increased enrollments are due to the FT reputations in Chemistry. Anecdotally, if students come to FH for Chemistry, they will also take Math, Biology, LA, etc.
Priority 2	Position:	Engineering Faculty
	Brief rationale:	The potential for Engineering to grow from 700 WSCH/Year to 3,000 WSCH/Year (larger than Geology course that was in PSME) is attainable with the support of a FT Faculty. The existing WSCH has been kept low because of the lack of course consistency. Currently there is ZERO FT faculty and is being supported by PT and FT from other departments willing to support grants and efforts. The merging of Nanotechnology and Engineering merges two synergistic engineering disciplines.
Priority 3	Position:	Math Faculty
	Brief rationale:	The Mathematics Department is actively working to increase student success as well as offer new programs and delivery. The FT faculty innovation has led to the revamping of Math 10 (Statistics), Math 101 into a new Math 220/221, Math May Way at Middlefield, using My Math Lab in Math 220, 51 & 105, using Web Assign in the Calculus Series, and creating Math 300 (Math 401NC) as a prerequisite for Math My Way. The Math Dept. feels that the math success rate for Math 105, Math 51, Math 49 and Math 1A are not an acceptable level. Some goals are: to revamp 105, create booster classes for Math 51/49/1A, combine 220/105 to increase retention. This will take additional FT faculty to achieve these goals. This momentum has to be sustained with FT Faculty.