Procedures

Term	Week	Activities
Fall	1-3	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	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	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	Deans finalize their division's prioritized requests.
Fall	9-10	Departments review job descriptions and preferred qualifications and identify hiring committee members in anticipation of approved positions.
Fall	11	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	The requisitions for all apprBT/F1 12 T1 77.775 428.38 Tm062.33 440

*The Prioritization Committee consists of the following:

Chair:
- o Vice President, Instruction & Institutional Research or proxy

Members:
- o Vice President, Student Services
- o Associate Vice President, Instruction, Associate Vice President, Workforce Deans
- o 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

- o MIPC: FA representative, two faculty representatives, two student representatives

<u>Additional Notes</u>

PART B: PHYSICAL RESOURCES

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

<u>Background</u>

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

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:

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.