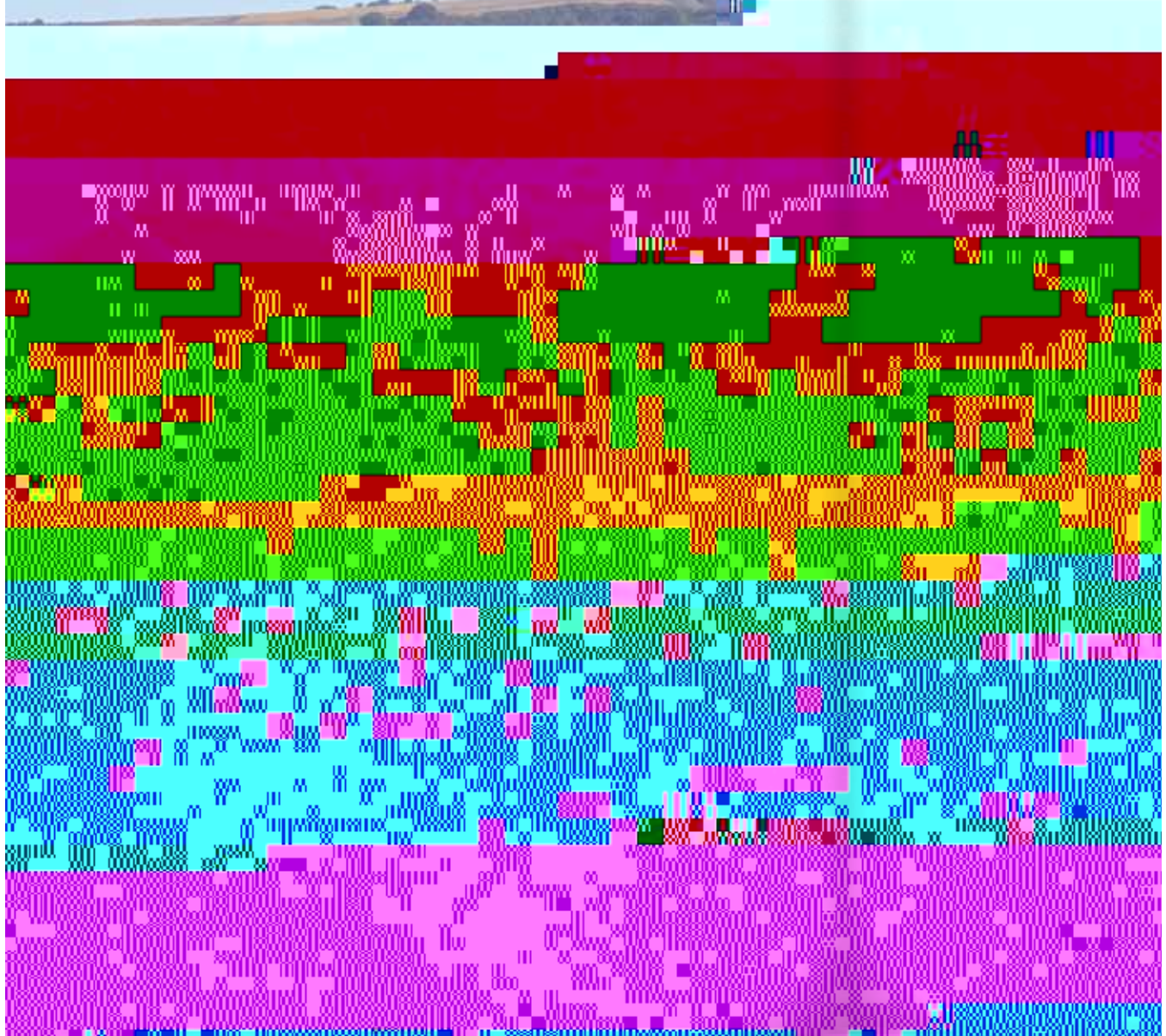


Integrated Planning & Budgeting Governance Handbook

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

Approved by Planning & Resource Council on October 1, 2010



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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.

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

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

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

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 (

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 in their department and division for more information and assistance.

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 Core Mission Workgroups, 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 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.

Confidentials – Meet and Confer Group

“Confidential Employee” is an employee of the District who, in the regular course of his/her duties, has access to confidential information that contributed to the development of management proposals and decisions with respect to employer-employee relations. (Government Code Section 3540.1(c)) As such, they are not a bargaining unit, but rather a meet and confer unit.

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 Core Mission Workgroups, 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 Core Mission Workgroups, 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.

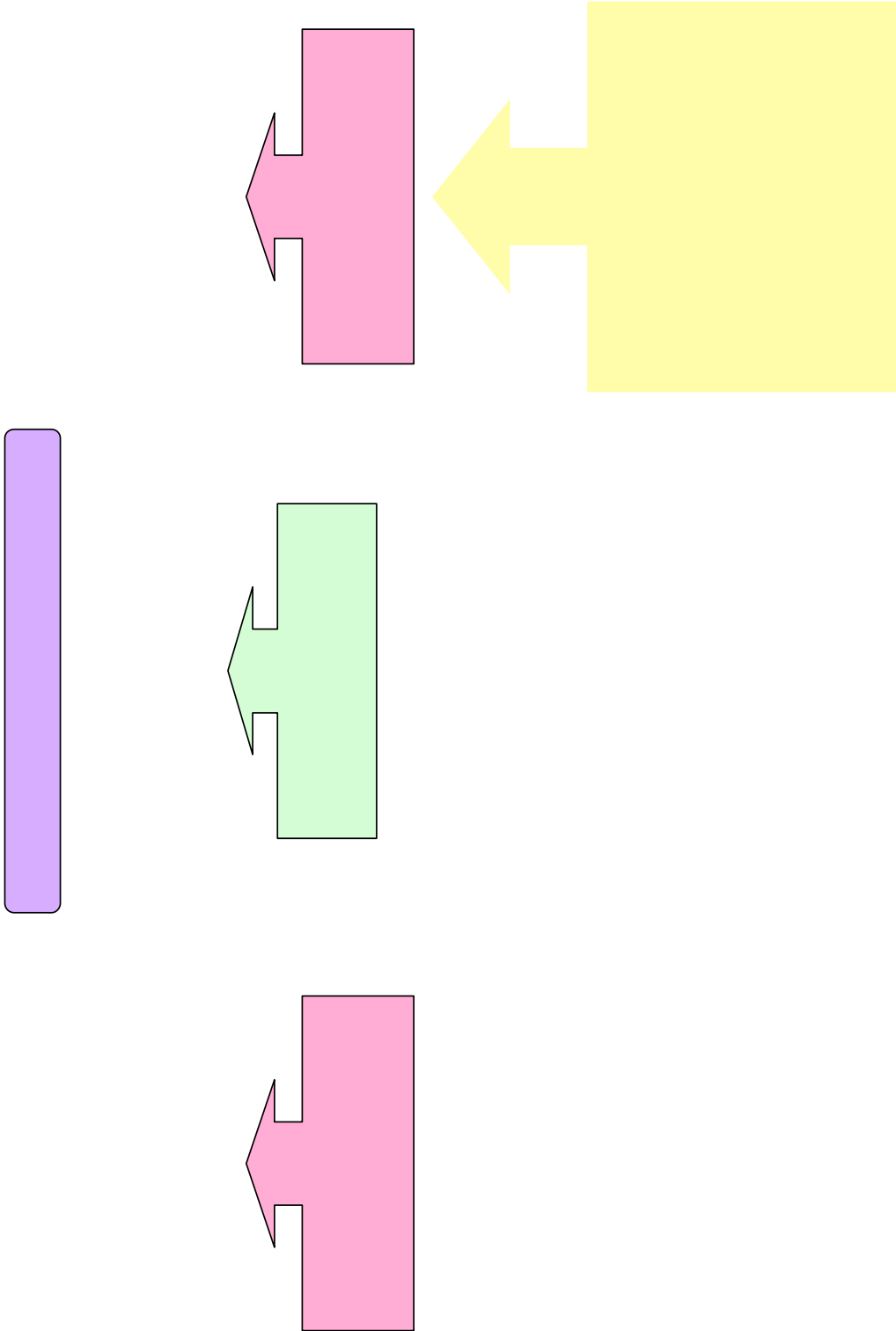
Operational Planning

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.

Resource allocation requests should be made through the annual Resource Allocation Process. All resource requests (personnel, B-budget, facilities, technology, equipment) are forwarded to and prioritized by the appropriate academic, administrative or student services division or by the subcommittee for prioritization of committee plans. All programs and services must participate in the program review process that 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. Prioritized requests from divisions, departments and Core Missions are submitted to the Operations Planning Committee.
2. Divisions and Departments may bring their requests to one or more Core Mission Workgroups first to gain more information or support. Core Mission Workgroups may submit their own requests.
3. All resource requests submitted to the OPC are vetted for accuracy in data and metrics and are then presented to the Planning and Resource Council (PaRC) for final prioritization in alignment with the Educational and Strategic Master Plan.
4. Final prioritizations are then forwarded to the College President for consideration.

Unexpected resource needs that occur outside the normal allocation calendar may be submitted to cabinet by the responsible administrator. Allocations that are granted will be reported back to PaRC.



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

- ESMP Updates.
- Prioritized list of expenditures (personnel, equipment, technology, n, x

- During the fall quarter Core Mission Workgroups develop their plans and goals for the year. The plans and goals will

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

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

- Chairs (3):
 - Faculty (1)
 - Classified (1)
 - Vice President of Educational Resources and Instruction (1)
 - Members (3):
 - Student (1)
 - Classified (1)
 - Faculty (1)
-
- Develops and maintains the resource request forms and instructions for the resource allocation process.
 - 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
 - Review division spending plans and makes recommendations to PaRC regarding division allocations
 - Develops criteria for establishing division and unit operating budgets
 - Prioritizes resource requestori

The policies integrating planning, program review, and resource allocation 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 integrated planning and budget/resource allocation is a structure of Core Mission Workgroups which will guide the college in Educational and Strategic Master Planning and assist in prioritizing resource requests relevant to the ESMP. 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.

- Continue the policy of integrating planning with resource allocation 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.

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 Allocation Process.

Requests for resource allocation or to fund ongoing programs or initiatives will only be considered if the ongoing program

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.
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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.

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:

-

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

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.

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.

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.

Role

The Core Mission Workgroups evaluate the effectiveness of the Core Mission by referencing the Educational and Strategic

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.

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.

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.

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.

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.

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.

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.

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 committee 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.

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.

Role

- (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.

1. Amendment of NOTE fled 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
2. Amendment of NOTE fled 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment fled 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 Air University () 1r i r.l t

- (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

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 Educatig

- (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.

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).

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 in furence 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

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

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

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