

DeAnza College



De Anza Opening Week, Fall 2023

Resource Allocation and Program Planning Committee Request Process

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Outcomes and Objectives

Objective for Today's Workshop

Attendees will be prepared to request personnel through the updated RAPP process and understand the criteria used to prioritize personnel requests.

Outcomes

- Develop a better understanding of how to fill out a personnel request form.
- Understand the criteria RAPP uses to prioritize the requests
- Develop a greater understanding of the personnel prioritization process from start to finish.
- Answer questions around the new process and forms.

RAPP Committee

RAPP was established in Winter of 2023 to replace the previous college planning and budget teams

Developed new processes related to available college funding

- Instructional resource requests
- Personnel requests for faculty, classified, and administrative positions

Refinement and adjustment of processes is ongoing. Our goal is to engage authentically and equitably with college constituents.

Institutional Foundations for Resource Allocation

Vision

Our Vision

Empower all students to attain their educational goals, develop an equity-based mindset and become civic leaders in their communities.



Mission Statement

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social and environmental justice
- Critical thinking

Values



Student Success Factors

We will provide support in six key factors of student success. Our students will be:

- **Directed**, with a goal and the knowledge of how to achieve it.
- **Focused**, staying on track to achieve that goal.
- **Nurtured**, feeling that we want to, and do, help them to succeed.
- **Engaged**, actively participating in class and extracurricular activities.
- **Connected**, feeling that they are part of the college community.
- **Valued**, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.

Strategic Initiatives



EQUITY FRAMEWORK



Racial Equity

Faculty members, classified professionals and administrators should

- Recognize the realities of race and ethnicity for students of color
- Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students



Student Success Factors

The college should ensure that students

- Feel connected to the college
- Have a goal and know what to do to achieve it
- Actively participate in class and extracurricular activities
- Stay on track – keeping their eyes on the prize
- Feel that somebody wants them to succeed and helps them succeed
- Have opportunities to contribute on campus and feel their contributions are appreciated



Equity

- De Anza's vision is aligned with short-term and long-term outcomes
- Key actions and accountability steps are necessary to achieve short-term outcomes
- These include identifying key resources, stakeholders, funding sources and specific activities within a timeline

Funding sources:

- Lottery
- Instructional Equipment
- Library Materials
- Perkins
- Strong Workforce

Use – varies by source

- Lottery: for materials/supplies
- Instructional Equipment: For equipment
- [Guide available here](#)

Established Reserves

- Instructional equipment
 - \$500k reserve including \$100k in VPI contingency fund
- Lottery
 - \$100k contingency fund

Final due date

- Each year late March
- Emergency requests submitted as needed

The Forms: Instructional Resources



Instructional Resources Requests

- Excel Sheet posted on RAPP website
 - [Link to sheet](#)
- Should be filled out for each Division/Program Area, organized by department

De Anza College: Resource Allocation Program Planning
Resource Requests

Division:

Instructions: Enter all resource needs over \$500 total, include the estimated cost including tax and shipping.

Items Requested																	Funding Source																
Department/ Program	Item description	Is labor, installation, infrastructure required? Yes/No If yes, submit to the Building, Facility, Alterations tab	Select one option: Software, Equipment, Supplies, Consumables	Indicate: Needed or Desired*	Justification for request	How is this item aligned with your program mission? Directly/Indirectly	Indicate which goal from your comprehensive program review the request aligns with (e.g., goal 1)	Is the item new or replacement of an existing item? New/Replacement	Is this item required for an upgrade or maintenance to an existing resource? Y/N	Estimated life expectancy of the item (e.g., 3 years)	Indicate the quarter and year in which the funding for this item will be fully spent	Cost per item (\$)	Quantity	Subtotal	Tax 9.125%	Shipping	Total Cost	Lottery Yes/No	Instructional Equipment	Strong Workforce	Perkins	Other											
														\$0.00	\$0.00		\$0.00																
														\$0.00	\$0.00		\$0.00																
														\$0.00	\$0.00		\$0.00																
														\$0.00	\$0.00		\$0.00																
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Total Requests \$																																	

* **Needed** = The course or program cannot run without the item. **Desired** = The item is for program growth or innovation or upgrading/replacing existing resources.



Instructional Resources Requests

Division:

Instructions: Enter all resource needs over \$500 total, include the estimated cost including tax and shipping.

							Items
Department/ Program	Item description	Is labor, installation, infrastructure required? Yes/No If yes, submit in the Building, Facility, Alterations tab	Select one option: Software, Equipment, Supplies, Consumables	Indicate: Needed or Desired*	Justification for request	How is this item aligned with your program mission? Directly/Indirectly	Indicate which goal from your comprehensive program review the request aligns with (e.g., goal 1)

Labor/installation/infrastructure
 Software/Equipment/
 Supplies/Consumables
 Needed vs. Desired

Needed = The course or program cannot run without the item.
Desired = The item is for program growth or innovation or upgrading/replacing existing resources.



Instructional Resources Requests

Division:

Instructions: Enter all resource needs over \$500 total, include the estimated cost including tax and shipping.

							Items
Department/ Program	Item description	Is labor, installation, infrastructure required? Yes/No If yes, submit in the Building, Facility, Alterations tab	Select one option: Software, Equipment, Supplies, Consumables	Indicate: Needed or Desired*	Justification for request	How is this item aligned with your program mission? Directly/Indirectly	Indicate which goal from your comprehensive program review the request aligns with (e.g., goal 1)

Justification and alignment



Instructional Resources Requests

Requested

Is the item new or replacement of an existing item? New/Replacement	Is this item required for an upgrade or maintenance to an existing resource? Y/N	Estimated life expectancy of the item (e.g., 3 years)	Indicate the quarter and year in which the funding for this item will be fully spent	Cost per item (\$)	Quantity	Subtotal	Tax 9.125%	Shipping	Total Cost
						\$0.00	\$0.00		\$0.00
						\$0.00	\$0.00		\$0.00
						\$0.00	\$0.00		\$0.00
						\$0.00	\$0.00		\$0.00
						\$0.00	\$0.00		\$0.00
Total Requests									\$ -

- New/Replacement
- Upgrade/Maintenance
- Lifespan and planning
- Cost (Item, shipping, tax)

- Amount of money available in various funds is confirmed by the Budget Advisory Committee by the end of Winter Quarter
- Funds are distributed from most restrictive (i.e., Perkins) to least restrictive (i.e., Lottery)
- Requests for SWP/Perkins funds are evaluated and assigned a recommendation by the CTE committee and forwarded to RAPP
- Other restricted funds (i.e., grants) are evaluated and assigned by the fund manager and likewise forwarded to RAPP
- RAPP reviews requests not funded by restricted sources and finalizes recommendations for expenditures to College Council.

Criteria for Resource Requests

1. Resource requests are evaluated for completeness and content by a subcommittee of RAPP.
2. Requests with missing or insufficient information are returned to area managers/deans for clarification. This may include:
 - Blank fields
 - Errors in identifying requests that require labor/installation/infrastructure
 - Errors in identifying the correct funding source
 - Incomplete or repetitive justifications
 - Questions regarding necessity or impact of desired purchases
 - Repeat of funded requests from previous years

These requests will still be considered, as long as updates are made promptly and returned to the committee

3. Requests are arranged with respect to needed/desired and direct/indirect impact on programs. This list is brought to the full RAPP committee for consideration

RAPP Recommendations for Resources

1. The full RAPP committee is given the opportunity to review and ask questions about any requested expenditures. These are referred to deans/managers as needed for comment.
2. In the event that there are sufficient funds for requests and to maintain reserves, all 'needed' and 'direct impact' requests are funded, followed by needed and indirect, and then desired requests.
3. If sufficient funds are not available at a particular level, RAPP discusses how to distribute any available funds considering:
 - minimum level of funding available for each area
 - specific requests (requests may be referred back to area managers for more detailed prioritization if needed)
 - reserve spending
4. Funds assigned to areas are allocated to specific purchases by area managers

The Forms: Personnel Requests

Personnel Request Notes

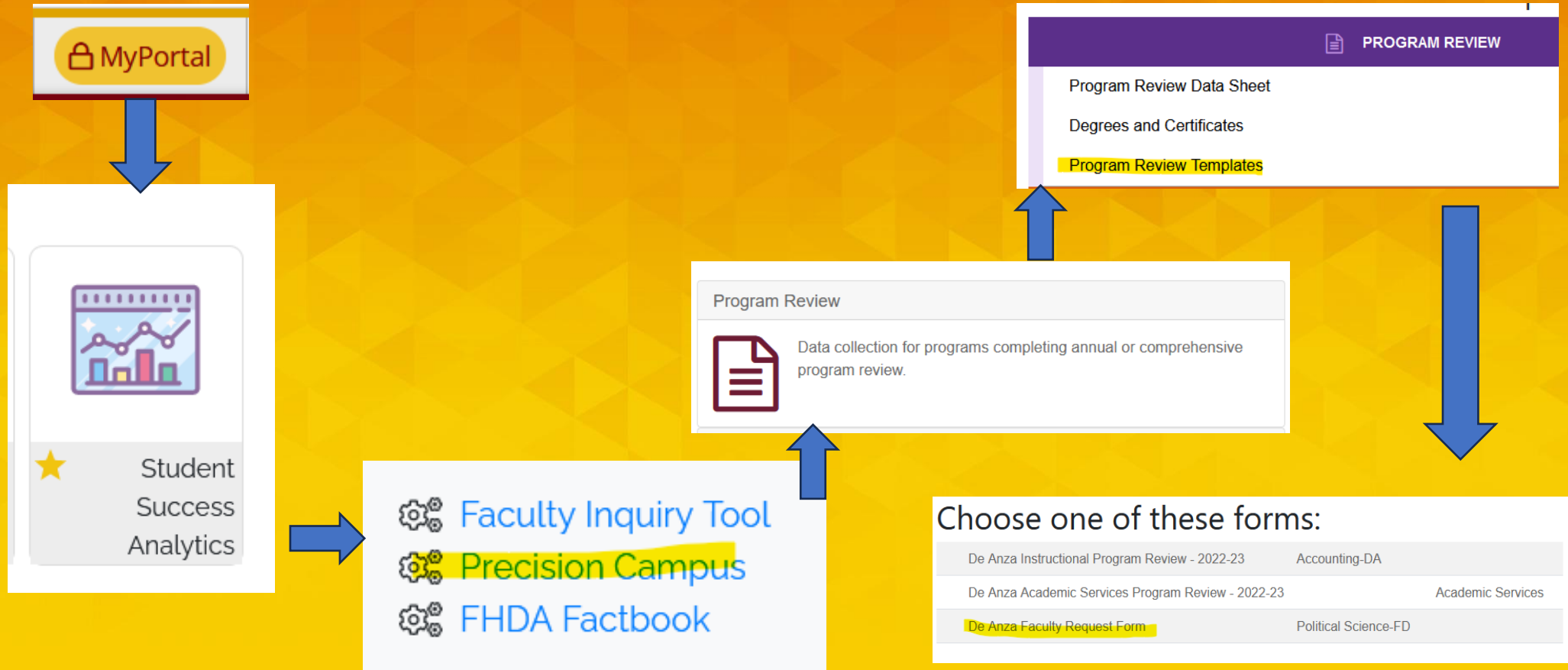
- Faculty requests can be made for **replacements, retirement or growth positions.**
- New classified staff and administrator requests can be made for **positions requiring new funding.** Retirements, resignations or grant funded positions do not need to be submitted for ranking at this time.
- Each request form clearly outlines the guiding principles of the college and asks requestors to **align their request to those guiding principles.**
- Areas that are requesting more than one position are asked to rank their positions within their area and provide the ranking to RAPP.

Faculty Form

Full-time Faculty Form

- Full-time faculty position requests will be submitted within the Program Review tool.
 - To request access to the form as the submitter, please email the Institutional Research and Planning Office at newellmallory@deanza.edu.
 - [Faculty Position Request Form \(example\)*](#)
- Faculty requests can be made for replacements, retirement or growth positions.

Accessing the Faculty Form



Faculty Form – Requested Positions

Details on Faculty Positions Requested

* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area

Position	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If 'Both', indicate the ratio of instruction to non-instruction	*Area Ranking
example text	example text	example text	example text		
example text	example text		example text		

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- **Outreach**
- **Retention**
- **Student-Centered Instruction and Services**
- **Civic Capacity for Community and Social Change**

Faculty Form – Guiding Principles

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- **Racial Equity:** Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- **Student Success Factors:** The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

A. Instructional Faculty

Faculty Position Request Data Sheet

Fill Rates					
Social Sciences and Humanities - Political Science-FD					
	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments	2,729	2,828	2,507	2,094	1,693
Sections	74	74	79	74	64
Fill Rate	80%	83%	75%	68%	63%

Faculty Form – Data, Continued

Awards

Social Sciences and Humanities - Political Science-FD

	2018-19	2019-20	2020-21	2021-22
Certificates	0	0	0	0
Associate Degrees	0	0	0	0
Associate Degree for Transfer	35	30	44	31

1. How does the department use the data listed above to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?
2. Other information, if any?

Non-Instructional Faculty Form

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards).
2. How does the program use these data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?
3. How does the position support on-going college operations and/or student success?

Instructional and Non-Instructional Faculty Justifications

1. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?
2. How does this request align with the goals in the Educational Master Plan?
3. How does this request align with the College's Equity Plan Re-Imagined?
4. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position?
Provide documentation.
5. Explain how the work will be accomplished if the position is not filled.
6. Other information, if any.

New Staff or Administrator Form

New Staff or Administrator Form

- New classified staff and administrator requests can be made for positions requiring new funding.
- Retirements, resignations or grant funded positions do not need to be submitted for ranking at this time.
 - [New Staff or Administrator Request Form](#)

New Staff and Administrators Form

Number of Positions Requiring New Funding (does not apply to refilling existing positions): Click or tap here to enter text.

Requested Position	Classified or Administrative Position	Schedule or Grade	Area Ranking*
Click or tap here to enter text.			
Click or tap here to enter text.			
Click or tap here to enter text.			

* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area.

Based upon these guiding principles, please provide information for each of the following areas:

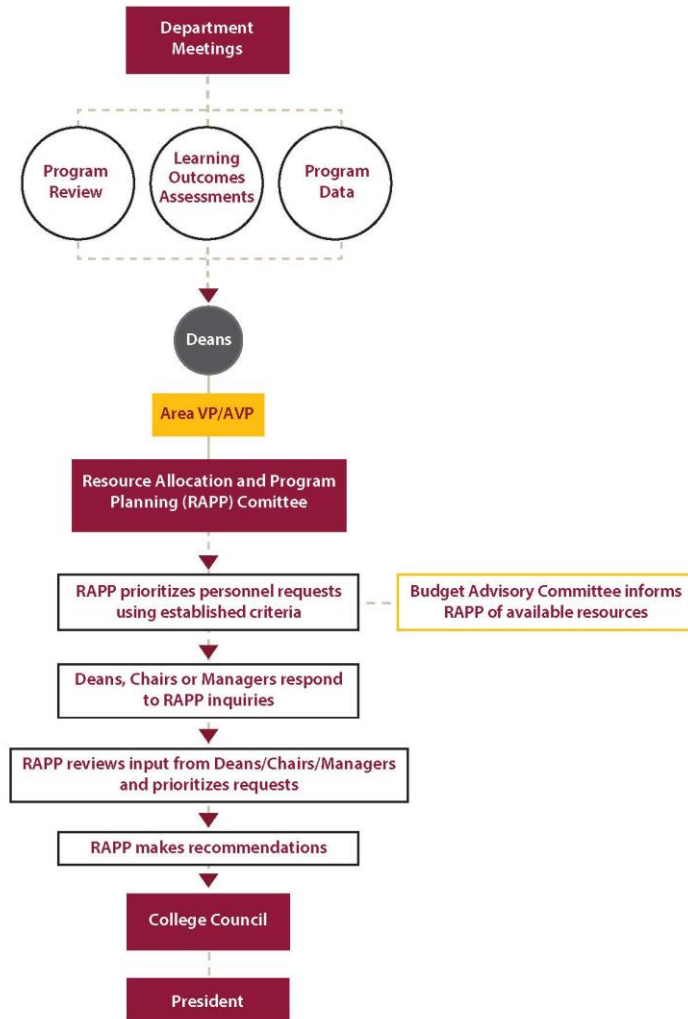
1. Provide a brief job description of the position in 3-4 sentences so the committee can better understand the scope and duties of the position.
2. Provide a brief overview of the services the program provides and how they align with the mission of the college. How does the program facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission, the Educational Master Plan and ongoing planning efforts?
3. How does the program respond to the needs of individuals, constituents, and populations with distinct needs to ensure equitable access for all students?
4. What evidence does the program use to create strategies for improving student learning, development and success?

5. What assessment plans and processes does the program use to document progress toward achievement of its mission, goals, outcomes and objectives?
6. How does the program develop, adapt and improve programs and services in response to the needs of changing environments, populations served and evolving institutional priorities?
7. What types of disaggregated data are used to address the program objectives?
8. What are the historical staffing patterns within the program over the last few years?

Justification for EACH requested position, please respond in 300 words or less.

1. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?
2. How does this position contribute to students' overall retention and persistence rates?
3. How does this request align with the program's needs as detailed in the program review or CAS form?
4. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position? Provide documentation.
5. Explain how the work will be accomplished if the position is not filled.
6. Other information, if any.

The Review Process



Step 1: Budget Advisory Committee Determine Funding Available

- The Budget Advisory Committee informs RAPP of available funds for personnel requests. These funds are within one pot of money to be allocated across faculty and new staff and administrative position requests.

Step 2: RAPP Training Conducted

- RAPP team members attend a workshop to be trained on the college's educational master plan, equity plan re-imagined, personnel forms, review criteria and process. RAPP will host a workshop for managers/deans/chairs on how to complete the form.

Step 3: Forms Available

- RAPP makes forms available:
https://www.deanza.edu/gov/rapp/personnel_prioritization_process.html

Step 4: Deans and Vice Presidents Review Forms

- Managers/chairs/supervisors submit either a faculty request form or a new classified staff/administrator request form to their area dean for review.
- The area dean reviews the form for accuracy, completeness and ensures the request aligns with the overall goals of the area.
- Deans may choose to have their area rank the requests if multiple requests are made and provide the ranking information to RAPP.
- Deans submit the forms to their area Vice President.
- The Vice President, in consultation with Senior Staff, conduct a high-level collegewide review of the requested positions and available resources. Senior Staff provides input and/or recommendations to RAPP for consideration.

Step 5: RAPP Reviews Personnel Requests

Small group evaluation

Balanced review groups are created and asked to evaluate individual requests and assign rankings

Each request is reviewed by a minimum of 2 groups

Small group norming

Discussion and alignment of common rankings between groups

Large group discussion

Identified questions are addressed. More information may be requested of submitters.

Finalized rankings are reviewed, discussed, and finalized by the entire membership. Budgetary limitations are considered and applied.

Recommendations are then forwarded to College Council

Required Position

A. Required Position

1. Based on clearly documented special regulation
 - Title 5, Ed Code, Accreditation requirements, etc.
2. Is documentation provided? (Required)
3. Required positions are given a “high” priority

If the position is not deemed to be required or documentation is not provided, the group proceeds to the next steps:

B. Guiding Principles

2. The position request meets the following guiding principles:

- a) the form was fully complete, the response was thorough, thoughtful and articulates the need for the position
- b) the position request is clearly aligned to the College's Educational Master Plan
- c) the position requested is clearly aligned to the College's Equity Plan Re-Imagined

If the small group answered “No” to any of the questions, the small group will explain why in a short summary and the position is referred to the submitter for review.

If the small group was able to answer “Yes” to all three questions above the position is “Aligned” to the Guiding Principles.

C. Alignment with College Goals

The groups will qualitatively discuss the following and use that discussion to rank the requested position as low, medium, or high.

- a) The position is aligned to one of the college's Strategic Initiatives
- b) The program clearly uses, or indicates how it will use, data to develop, adapt, and improve teaching and learning, to respond to the needs of changing environments, populations served, and evolving state priorities
- c) The position clearly supports on-going college operations and/or student success
- d) The position clearly contributes to the health, growth, or vitality of the program

A short summary of how the ranking was arrived at is provided by each group on their ranking sheet.

Norming and Reconciliation

Step 6: RAPP Groups Engage in Norming and Reconciliation

- The two groups that individually reviewed the same positions come together to discuss their priority levels and establish agreement on all positions.
- In this way, every position is reviewed twice, and the group must review their decision together and come to a consensus on each position. Theoretically norming their decision.

Step 7: RAPP Requests Input from Area Managers/Deans

- If the small groups determined that there were outstanding questions before a priority level can be agreed on, these questions are sent to Area Managers/Deans. These will be specific questions not previously requested on the forms or asking for specific elaboration. Complete resubmissions are not possible at this stage.
- Responses will be collected and either disseminated to RAPP members or presented at a special meeting for this purpose.
- Small groups/norming groups meet to discuss extra information and finalize ranking. Ranking sheets are submitted to the Chairs.

Review Prioritization Forms

Step 8: Review RAPP Forms Used for Prioritizations

- RAPP tri-chairs review the scoring sheets for each group and ensure they are complete.
- If any scoring sheets are incomplete, group members will be asked to update the forms.

RAPP Discussion and Vote

Step 9: RAPP Discusses All Positions and Prioritization Lists

After the reconciliation process between the groups, all voting members discuss the priority levels of all positions.

Step 10: RAPP Votes

RAPP voting members vote to approve the slate of positions. All positions and their priority levels from each group are posted online.

Step 11: Recommendations Sent to College Council

Those positions approved by RAPP go to College Council for approval.

Personnel Request Due Dates and Process Timeline

- **Personnel, Round 1: Late April**
 - All requests welcome
- **Personnel, Round 2: Mid-November**
 - Only for vacancies occurring April-September of current calendar year
- Round 2 prioritizations will be combined with round 1 and the final list will be evaluated and affirmed by RAPP before being sent to College Council in January

Thank You!

Questions?