Personnel Decisions

The Ceollege uses Program Review as evidence for justifying new and replacement positions. Faculty, staff and administrators are able to use Program Review and other evidence to propose positions, however it is not mandatory that new positions be identified in program review in order to be considered within the following processes. Three distinct processes exist: (1) for new positions, (2) for vacancy replacements , and (3) for externally funded and other temporary positions. All three processes involve consultation with participatory governance bodies and culminate in recommendations to the President.

Each fall semester, the PBC creates a master list of all new, non-temporary, position proposals on their Personnel Request Process website. The Academic and Classified Senates prioritize the positions within their purview and then recommend those prioritized lists to the President by December of each year. The list is not ranked or prioritized butPBC gathers feedback on the strengths and weaknesses of each position proposal and are documenteds them on the Personnel Request Process website in order to inform the Senates' prioritization decisions as well as thoseby of the President. The President consults this master list whenever funding becomes available for new positions.

- Process for New (non-temporary) Positions
- Process for Vacancy Replacements
- Process for Externally-funded and other Temporary Positions

Frequently Asked Questions

How will the master list of proposed positions be prioritized if funding becomes available during the fiscal year to add additional positions?

The President retains the master list of positions that were proposed and analyzed each fall semester. The list is not ranked or prioritized but the president refers to the analysis of strengths and weaknesses to inform his/her decision. When new funding becomes available, s/he returns to this list and the analysis to make additional approvals. There is no need to go back to PBC except to inform the group of the decision.

It was brought up during the meeting that an agreement needs to be made with CSEA about the permanence of previously hired grant or categorical funded classified positions. Is there a process for that?

Grant-funded positions are currently advertised as temporary for the duration of the grant. At that time, the position is no longer funded and the college is under no obligation to continue to employ the person in that position. However, the college may strive to find other positions within the organization to which the unfunded person may apply.

Prior to current practices, if a grant-funded position was not advertised as temporary, then when the grant expired, the position was eliminated but the person in that position continued to be an employee and must be treated in accordance with the contract.

With temporary faculty positions the situation is more complex and regulated by Education Code. If there is the possibility that the person hired into such a position may continue longer term, then it is advisable to follow the regular hiring procedures and use tenure-track evaluation procedures. Always consult with HR for advice on the specific instance.

Who makes recommendations for replacement positions - PBC or Cabinet?

Both Cabinet and PBC make recommendations to the President.

How are CSEA and Academic Senate notified of vacancies?

The managing administrator and/or HR notifies CSEA and/or Academic Senate.

Do detail positions fall under the process for temporary/grant funded positions?

Detail positions are not included in this process. A detail is a temporary reassignment from an existing position and has defined start and end dates.

Must all new positions be first proposed in Program Review?

Program review does not require the inclusion of new position proposals; it is not mandatory that a new position proposal be accompanied by a program review with the position identified. However, it is always beneficial to use program review to identify staffing needs. Program review data, analysis and planning objectives from Program Review should be considered when justifying a new position proposal.

Is there a plan to institutionalize grant or categorically funded positions that have been around a long time?

Grant- and categorically-funded positions must go through the new position process if they are to be permanent.

Are decisions about administrator vacancies treated differently than staff and faculty vacancies?

The vacancy process applies to administrator, faculty and staff positions.

What is the process for deciding to place an "interim" employee in a vacant position?

PBC is not involved with the decision to place an interim in a vacant position. However, if the vacancy is to be permanently filled, that decision must follow the approved vacancy process.

Why do PBC co-chairs review proposals to create temporary positions?

It is helpful to have multiple perspectives when committing college resources to any position, even temporary positions. When a fund 1 position is temporary, it reduces the number of permanent positions that can be filled. Faculty and staff ought to understand why a position is to be temporary rather than permanent.

Space Allocation

Space is a limited resource and, consequently, must be managed in a responsible manner in order to best advance the college's mission and strategic priorities. Flexibility is required in order to respond to changes in college priorities, curriculum, instructional practices, inter-program coordination, and workflow. As important as location is to a business or residential real estate market, it can be just as important in an educational setting. As such, decisions about space allocation need to be made carefully, be data- and planning-driven, involve appropriate consultation with all affected stakeholders, and be consistent with shared principles and values.

Principles of Space Allocation ~~Learn more about the development of these principles.~~ We need to choose which principles to use

Decisions regarding office space allocation - This process applies to private and shared offices, workrooms, and conference rooms. Cabinet reviewed

Decisions involving substantive impacts - This process applies to proposals to reallocate space that substantively impacts other programs or services. Cabinet reviewed

~~Decisions~~ Procedures for~~regarding~~ allocation of office space

Approved Dec. 5, 2012

Cañada principles of Space Allocation~~:~~

Guiding Principle Concept	Proposed Principle
1. Space is a resource of the college and is not owned	1. Space is a College resource allocated in alignment with the mission, vision, and goals of the institution.
2. Flexibility and adaptability	2. The College values flexibility and recognizes changing instructional needs, programs, and technologies. Space allocations can change based on current and emerging needs.
3. User experiences – focus on equitable distribution and students	3. Space allocations seek to improve the student, faculty, and staff experience at the College through an equitable distribution consistent with college processes.
4. Oversight and responsibility of space allocation	4. Responsibility for space assignments should follow program, department, divisional, and college organizational structures. Administrators are provided the flexibility to address the space needs of their division. Development of College space allocation policies is the responsibility of PBC, and implementation is the responsibility of the College President and Cabinet.
5. Fiscally responsible and sustainable	5. Space allocations are made using methods that are both fiscally responsible and sustainable through analysis of existing space utilization to identify efficient use, short- and long-term costs of ownership, and reuse of existing space.

> **Commented [EK1]:** Delete the word "proposed"

- ~~To ensure that office space be allocated equitably to meet the needs of the college and to maximize the utilization of space throughout the campus.~~
- ~~To allocate offices to full-time faculty, classified staff, and administrators according to the nature and content of the job.~~
- ~~To locate faculty and staff working in similar areas/programs or disciplines in physical proximity, if practical.~~
- ~~To have adjunct faculty share offices within each division, if practical.~~

Procedures:

1. Division Deans, using the principles above, shall designate office spaces equivalent to the number of full-time faculty in their divisions.
2. Unmet needs for additional office spaces for full time faculty are discussed with all Deans and decisions are made.
3. The President and Vice Presidents resolve room conflicts if Division Deans are unable to come to a resolution.
4. The President and Vice Presidents have authority to resolve conflicts for administrative offices.

5. The President and Vice Presidents allocate office space for other parties only after the allocation of office space for faculty, classified staff, and administrators.

Decisions involving substantive impacts ~~on~~ of changes in existing space allocation

Working Draft 10/30/15

New uses for existing spaces require ~~a greater degree of~~ consultation and vetting prior to making a decision. When a new proposed use significantly impacts other programs or is substantially different from the current use of that space, consultation must occur with at least some, if not all, primary governance groups. The following guidelines can be considered if such a substantial change is being considered:

Step 1	A need and plan are identified through ~~program review~~the resource request process or by other means.
Step 2	A proposal, accompanied by the most recent relevant program review, is reviewed by Cabinet. Whenever possible, proposals should include usage/traffic data to assist in decision making.
Step 3	Proposal is considered by affected programs/services.
Step 4	Answers to Frequently Asked Questions are prepared and attached to the proposal if requested.
Step 5	Proposal is considered, in light of the college's space allocation principles, by relevant stakeholder primary governance groups (e.g. ~~APC,~~ IPC, SSPC, ASCC, Classified Senate and/or Academic Senate). Feedback is provided to PBC.
Step 6	Planning & Budgeting Council discusses the proposal, in light of the college's space allocation principles and feedback from st~~o~~akehold~~er~~ groups, and makes recommendation to the president
Step 7	Facilities manager evaluates if current building infrastructure (HVAC, electrical, IT) will support the proposed use and provides "ballpark" cost estimate.
Step 8	VPAS reviews and determines funding strategy.

| Step 9 | Decision by President |

Evaluation of Governance

Updated and approved by PBC on November 7, 2018

In order to assure institutional improvement of the teaching and learning environment, the participatory governance and decision-making processes (planning, program review) will be evaluated regularly. The Planning and Budgeting Council and the College President will share primary responsibility for assuring this evaluation is completed which will be conducted by the Office of Planning, Research, and Institutional Effectiveness (PRIE). These evaluations are set up to ensure the participatory governance structure provides for:

- a collegial process that sets values, goals, and priorities;
- evaluation and planning rely on high quality research and analysis on external and internal conditions; and
- educational planning is integrated with resource planning and distribution to achieve student learning outcomes.

The results of these evaluations can be found on the PRIE website under Participatory Governance Evaluation~~Process~~ Survey.

Elements of the Evaluation Process

~~Staff and Student~~ Survey Administration:

Periodically, the faculty, staff and students will be surveyed to determine if the processes described in the Participatory Governance website are working effectively.

Review by ~~Primary Participatory Governance Groups~~Planning & Budgeting Council:

~~The primary participatory governance groups (IPC/SSPC/APC/~~PBC ~~Academic Senate/Classified Senate/ASCC)~~ will review the ~~data collected~~results of the evaluation and make recommendations for improvement based on the data. PBC will communicate their recommendations to the College President as well as the other participatory governance groups.

~~Review by Planning and Budgeting Council:~~

~~The PBC will receive reports from the primary groups and recommend changes to processes as needed.~~

~~In addition to the PBC membership, the orientation is open to the District Board of Trustees and the whole campus community.. This training is under the purview of the Offices of Planning, Research, Innovation and Effectiveness (PRIE) and Administrative Services.~~

Commented [EK1]: Not sure why orientation is mentioned here

Commented [EK2]: ?

Timeline for the Evaluation Process

Activity/Timeline	Group	Activity
March	PBC	Reviews ~~and approves~~ evaluation questions ~~for key governance groups, which may include:~~ • ~~Are we achieving the desired levels of awareness and participation from faculty, staff and students?~~ • ~~Is the governance group advancing the appropriate agenda?~~ • ~~How is the coordination among the governance groups working?~~ • ~~How well did the annual planning process work this year?~~ • ~~How well did the new hire priority setting process work?~~ • ~~Are there any structural issues that should be addressed?~~ • ~~Are agendas and minutes communicated to the entire campus?~~ • ~~How effective is the group?~~ • ~~What could be changed for the upcoming year?~~
April ~~-May~~	~~IPC/APC /SSPC/PBC~~PRIE	~~Respond to the evaluation questions on governance and prepare information to be shared with PBC~~Administers the participatory governance evaluation survey
~~May~~September-October	PBC	~~Report from the governance groups reviewed and discussed. Changes~~Reviews the results of the evaluation survey and recommends changes to the College President and other participatory governance groups ~~made~~ as needed.

Decisions regarding faculty reassignment

ASGC Approved Nov. 13, 2014

Faculty at Cañada College frequently engage in extensive activities beyond what is defined in the AFT contract as expected professional responsibilities. Typically, these 'above and beyond' activities include faculty leadership, accreditation, research, academic support programs, and faculty development/support services. Awarding reassigned time provides faculty with greater opportunity and flexibility in their schedule to engage in these activities. Reassigned time is part of a faculty member's workload that is subtracted from the primary instructional assignment as outlined in Appendix D of the faculty contract. .

Reassigned time is typically awarded in one of four conditions: (1) mandated by contract or other agreement with the District, (2) mandated by external agency or accreditation, (3) mandated by grant funding, or (4) discretionary. Awards for reassignment to non-instructional duties that fall under the three "mandated" categories are arranged between the faculty member, dean and VPI. All others must begin with completing a Request for Reassignment Proposal (RRP). Since the college values accountability, sustainability and transparency, the RRP includes clear expectations of the activities to be accomplished, measures for reporting these accomplishments, a regular cycle of review and opportunity to either renew or discontinue the reassignment. The RRP applications are reviewed by the Instructional Planning Council, which makes recommendations to the VPI.

In order to provide sufficient time to accommodate instructional faculty reassignments, all applications must be submitted to the Office of Instruction prior to the time teaching requests are submitted for schedule development.

Detailed instructions and forms are provided on the IPC website.

The Instructional Planning Council oversees the reassigned time process on behalf of the Academic Senate. More information is available on the IPC Reassigned Time website.

Selection of Student Speaker for Commencement

Process	Date
Step 1: Advertise for student commencement speaker and post guidelines and application materials on commencement site	End of January
Step 2: Applications are due	Mid-April
Step 3: Auditions with College President, PBC co-chairs, Speech Coach (Communication Studies faculty), Student Life & Leadership Manager; Selection of student speaker	Late April
Step 4: Student speaker works with Speech Coach (Communication Studies faculty)	May

Decisions regarding selection of faculty coordinators

Process for Selection of Faculty Coordinators for Campus Wide Initiatives

Coordinating a college-wide initiative is an opportunity for faculty to grow professionally and to develop and their exercise leadership abilities. The Academic Senate seeks to strengthen its faculty individually, and as a whole, by establishing terms of service for faculty coordinator positions and broadly extending the opportunity for faculty development. New perspective and leadership benefits not only faculty member serving as coordinator but the program as a whole. The Senate strives to balance these benefits with the needs of stability and sustainability by providing coordinators sufficient time to "learn the ropes" and to make a substantive impact.

When selecting faculty coordinators for campus-wide initiatives, the college strives to balance stability and sustainability of effort with the desire to open opportunities for new leadership development. The term for each coordinator position is determined in consultation with the appropriate advisory committee, Academic Senate, and administration.

Upon establishing a new coordinator position, or when the term of a given coordinator position has ended, the Academic Senate and Vice President of Instruction will jointly advertise the position to all faculty. Applications are collected by the Office of Instruction. A screening committee, whose majority consists of faculty, will be formed to evaluate the candidates. The committee will make recommendations to the Vice President of Instruction who makes the final appointment in consultation with the Academic Senate.

More information on the campus-wide initiates positions see the Academic Senate webpage.

Process for Selection of Faculty Coordinators for Instructional Programs

For Instructional Program Coordinators, the program will recommend a faculty member to serve to their Dean. The Dean will forward the faculty member to the VPI.