Human Resources Planning Council Welcome Back/Orientation

September 2014

Overview

- Welcome and introductions
- Palomar's Integrated Planning Model (IPM)
- Defining and implementing governance
- Annual governance evaluation
- Theme: Commitment and communication

Welcome and Introductions

HRSPC Membership

Chair

- Vice President, Human Resource Services

Members

- Manager, Human Resource Services
- Supervisor, HRS/Employment Services
- Two faculty representative appointed by Faculty Senate
- Two classified unit employee representatives appointed by CCE
- One faculty representative appointed by PFF
- One administrator appointed by AA
- One confidential and supervisory representative appointed by CAST

Defining and Implementing Governance

Part I: What is Shared Governance?

Shared Governance/AB-1725

- At Palomar we use the term “Shared Governance” but “Participatory Governance” is more descriptive of the actual process as described in statute.

- AB 1725 directs boards to provide opportunity for input/participation, and ensure that the recommendations and opinions of faculty, students, and staff receive reasonable consideration.

What is Shared Governance?

- CCLC and Academic Senate Q&A
- Education Code 70902(b)(7)
  - "…ensure faculty, staff, and students…the right to participate effectively in district and college governance."
- Implementing regulations (Title V)
  - Governing Board "consult collegially" with academic senate on academic and professional matters
  - Students and staff have opportunity for "effective participation" in decisions that affect them.

What is Shared Governance?

- Using the consultative process to consider actions and make decisions contributes to a positive environment and stronger decisions.
- Agreement may not always be possible…
- Communication is critical…..
- Does the Superintendent/President have to agree with the recommendation of individual or collective constituent groups?

Defining and Implementing Governance

Part II: How does Palomar College Implement Shared Governance?

Palomar College Governance Structure

- How does participatory/shared governance work at Palomar? What does it look like (is there a chart anywhere?)
  - What are councils? What are committees? How many do we have?
  - How does information flow through the governance structure?
  - OK…I have volunteered to serve on HRSPC, what is it that I really have to do?

- All you ever wanted to know about Palomar's Governance Structure can be found in the *Palomar College Governance and Administrative Structure* document. http://www.palomar.edu/strategicplanning/Governance%20Structure/Governance%20Structure%20Book.pdf

Palomar College Governance Structure

- Our governance structure created to fully support the college values of inclusiveness and mutual respect.
- As described in the CCLC and Academic Senate Q & A:
  - Palomar College Governing Board is final authority for governance
  - The Governing Board delegates authority to Superintendent/President
  - The Superintendent/President solicits and receives input through our shared governance decision-making process

Palomar College Governance Structure

- The following constituent groups participate
  - Students
  - Faculty
    - Faculty Senate
    - Palomar Faculty Federation
  - Council of Classified Employees
  - Confidential and Supervisory Employees
  - Administrative Employees
  - Superintendent/ President – Senior and Executive Administration
- Governance structure includes Planning Councils, Operational Committees, Subcommittees, Ad Hoc Committees and Task Forces.

Role of Students

- Regulations specify areas for student participation.
  - Grading
  - Student code of conduct
  - Academic discipline
  - Curriculum
  - Educational programs
  - Processes for budgeting
  - Processes for planning
  - Student standards
  - Student services planning and development
  - Fees
  - Faculty evaluation and hiring

- The Associated Student Government (ASG) serves as the official representative of the students.

Role of the Faculty: Faculty Senate

- The Board of Trustees shall "Consult Collegially" with the Faculty Senate on Academic and Professional Matters
- Academic and professional matters
  - Curriculum
  - Degree requirements
  - Grading policies
  - Student progress standards
  - Faculty role in governance structures
  - Accreditation
  - Professional development
  - Program review process
  - Processes for planning & budgeting
  - Educational program development
  - Other academic and professional matters as mutually agreed upon by the Board and Senate
- **Consult Collegially at Palomar means:**

  The Governing Board relies primarily upon the advice and judgment of the faculty senate regarding academic and professional matters.

Role of the Faculty: Palomar Faculty Federation

- The role of the PFF on SPC and other planning councils involves protecting the processes mutually agreed upon by the District and the PFF in the PFF/District Contract.
- Collective bargaining issues include but are not limited to evaluation, class sizes, and academic freedom.
- Through the shared governance process, PFF stays informed and assures that collective bargaining matters are dealt with at the negotiating table as part of a larger overall check-and-balance system.
- Participation by PFF allows for
  - one more perspective to be offered in the work done in committees with the goal of contributing to the discussion in a way consistent with the overall goals and spirit of the contract.
  - identification of potentially problematic issues early on in the shared governance process.
- At times, the PFF and Faculty Senate work together to deal with issues that fall within both collective bargaining and academic/professional matters, such as grading, where a policy may have implications for working conditions and discipline.

Role of the Classified Employees

- Classified staff must be granted the opportunity to participate in the collaborative decision-making process, the developing or changing of policies, procedures and processes, that have an effect upon the classified staff.
- Classified staff must be granted the opportunity to effectively communicate such developments or changes to the CCE E-Council & their constituents as part of the decision-making processes.
- The CCE is the sole representative of the classified staff.
- Participation by the CCE allows for:
  - Inclusiveness in shared governance recommendations and decisions that may impact the College;
  - Better understanding of the vision & goals, policy & procedures and process for the College;
  - Identification of potentially problematic issues early on in the shared governance process;
  - Transparency, promoting mutual respect and trust through open communication and actions;
  - Another perspective offered in developing or changing policies, procedures, and processes;
  - Addressing challenges and providing input through the classified staff and other planning councils.
- Through the shared governance process, CCE stays informed and assures that collective bargaining matters are dealt with at the negotiating table as part of the larger overall check-and-balance system. Collective bargaining issues include, but are not limited to, evaluations, calendar, transfers, layoffs, compensation, health care plans and safety.
- A full Scope of Bargaining list will be issued to each Classified representative appointed to a governance group by the CCE.

Role of the Confidential & Supervisory Employees

- Staff must be granted the opportunity to participate in developing policies, procedures and processes, that have an effect upon them and the Palomar Community College District.
- Areas and processes are not further defined by statute.
- Confidential and Supervisory Employees are represented by CAST

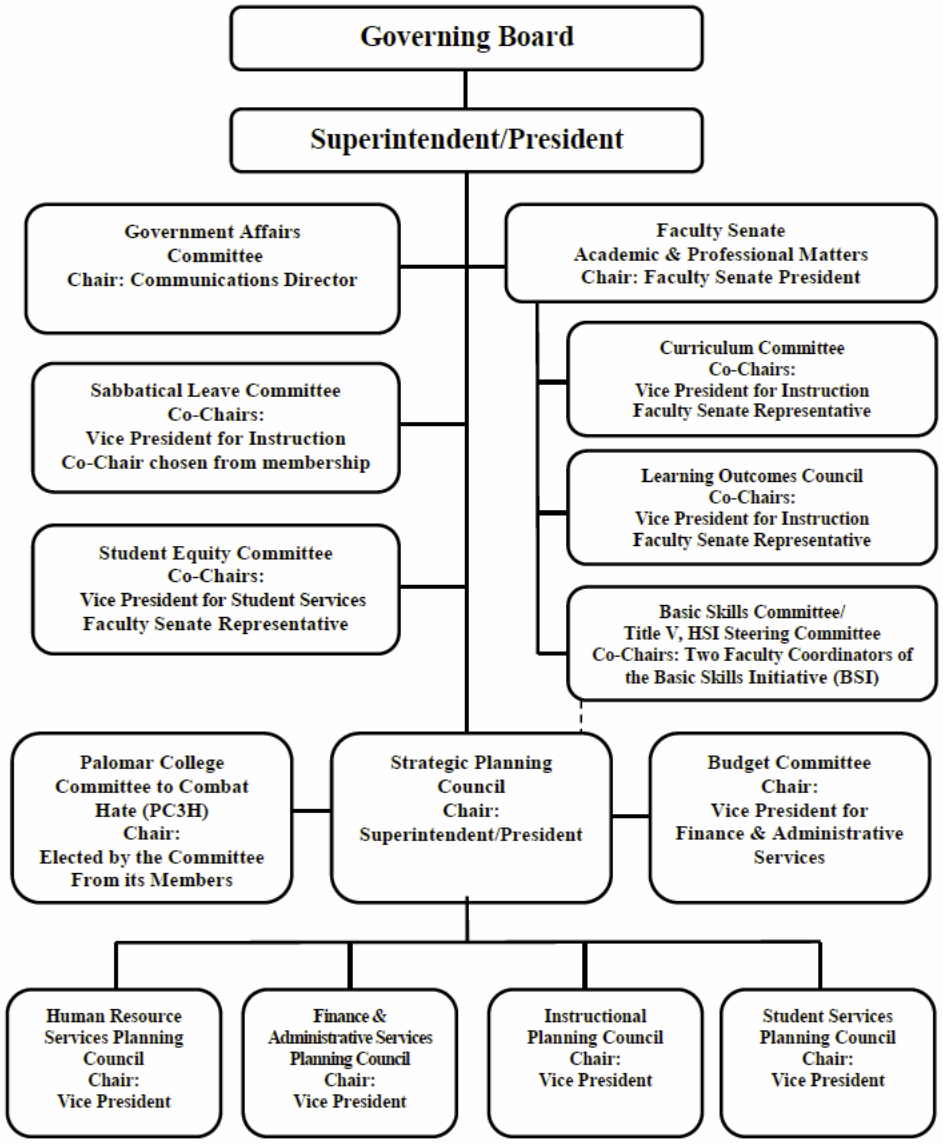
Role of the Administrative Employees

- Administrative staff must be granted the opportunity to participate in developing policies, procedures and processes, that have an effect upon them.
- Areas and processes are not further defined by statute.
- Administrative staff are tasked with policy implementation.
- Administrators (excluding the President, Senior, and Executive Administrators) are represented by the Administrative Association

Role of the Superintendent/President

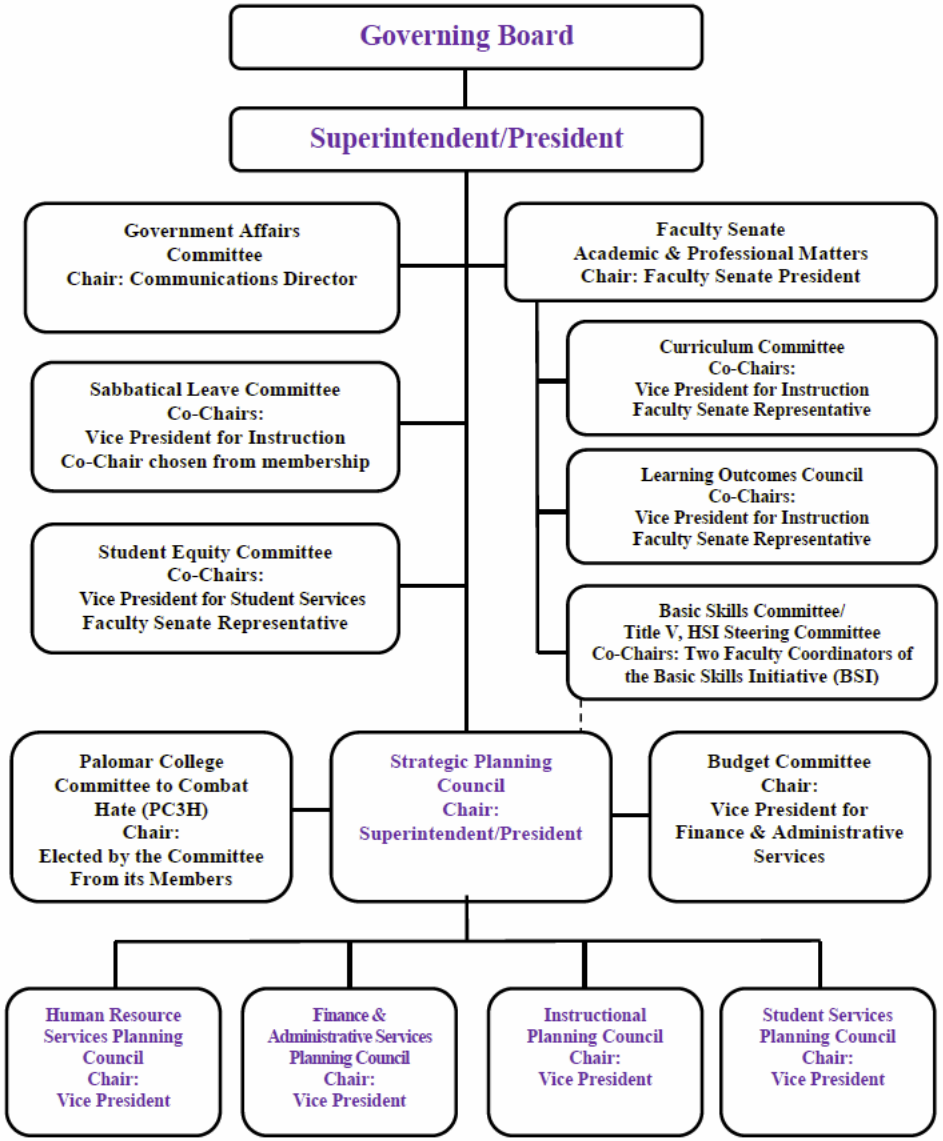
- Ensure that the process works.
- Make sure policies are in place and procedures are followed.
- Serve as critical link between constituencies and Governing Board (usually serves as the designee of the board in governance matters).
- While regulations delegate participation in decision-making, they do not take away the President's responsibility to make decisions.
- Best situation is when the President and constituent groups are in agreement on recommendations made to the Board.

Palomar College Governance Structure Organization Chart


Governing Board
Superintendent/President
Government Affairs Committee
Chair: Communications Director
Faculty Senate
Academic & Professional Matters
Chair: Faculty Senate President
Curriculum Committee
Co-Chairs:
Vice President for Instruction
Faculty Senate Representative
Sabbatical Leave Committee
Co-Chairs:
Vice President for Instruction
Co-Chair chosen from membership
Learning Outcomes Council
Co-Chairs:
Vice President for Instruction
Faculty Senate Representative
Student Equity Committee
Co-Chairs:
Vice President for Student Services
Faculty Senate Representative
Basic Skills Committee/
Title V, HSI Steering Committee
Co-Chairs: Two Faculty Coordinators of the Basic Skills Initiative (BSI)
Palomar College Committee to Combat Hate (PC3H)
Chair:
Elected by the Committee From its Members
Strategic Planning Council
Chair:
Superintendent/President
Budget Committee
Chair:
Vice President for Finance & Administrative Services
Human Resource Services Planning Council
Chair:
Vice President
Finance & Administrative Services Planning Council
Chair:
Vice President
Instructional Planning Council
Chair:
Vice President
Student Services Planning Council
Chair:
Vice President

Palomar College Governance Structure Organization Chart:

Planning Councils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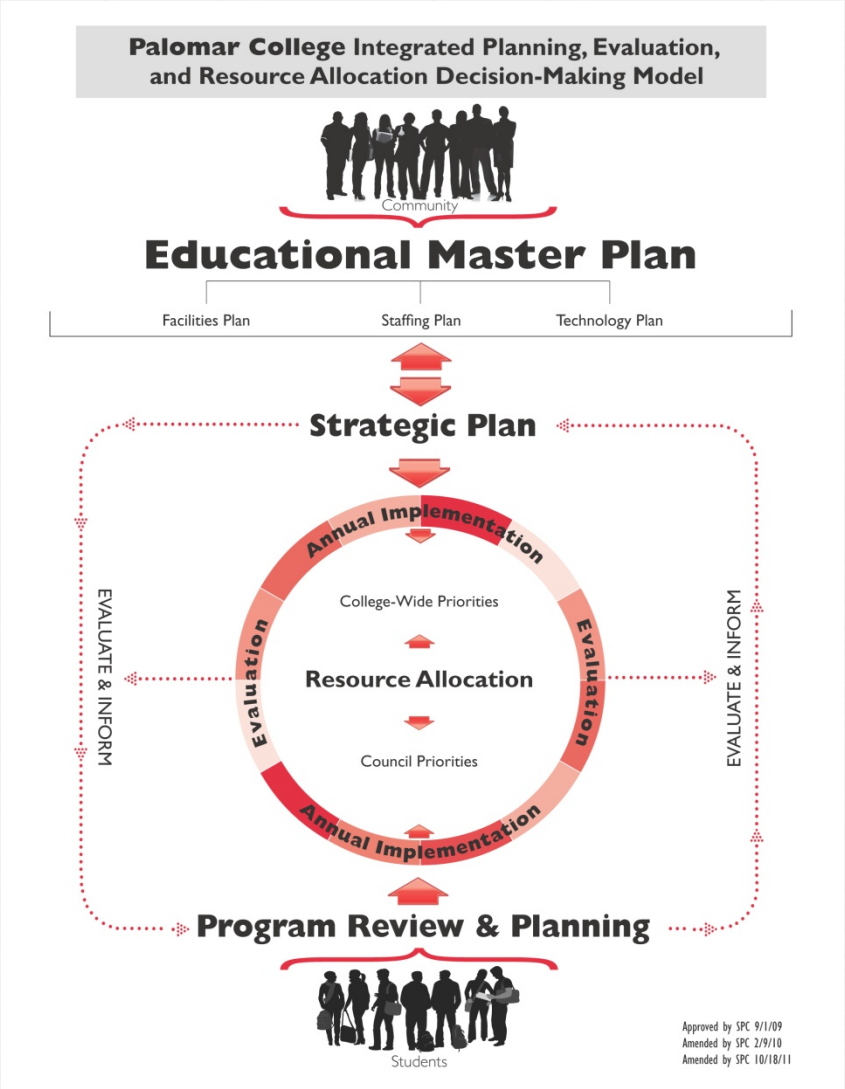
Chair:
Vice President
Instructional Planning Council
Chair:
Vice President
Student Services Planning Council
Chair:
Vice President

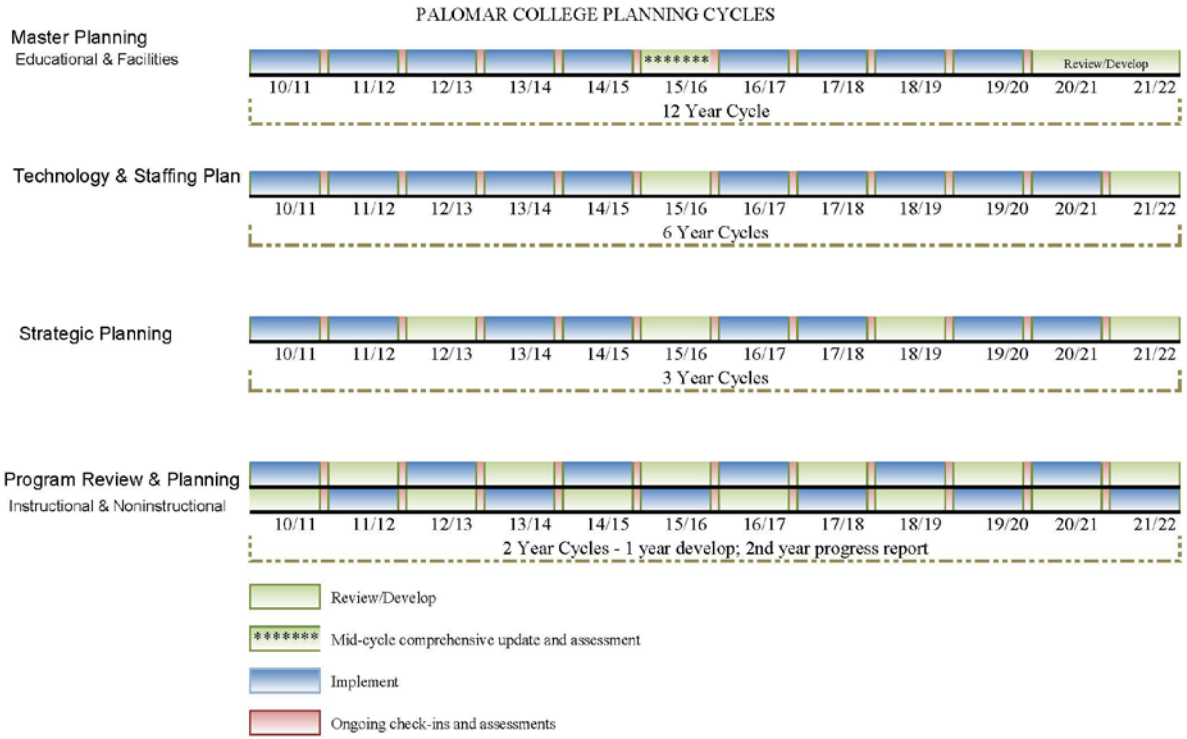
Planning At Palomar

- Integrated Planning, Evaluation, Resource Allocation and Decision-Making OR Integrated Planning Model (IPM) for short!
- Integrates long-, mid-, and short-range planning.
- Linked to resource allocation decisions.
- Implemented and evaluated annually.

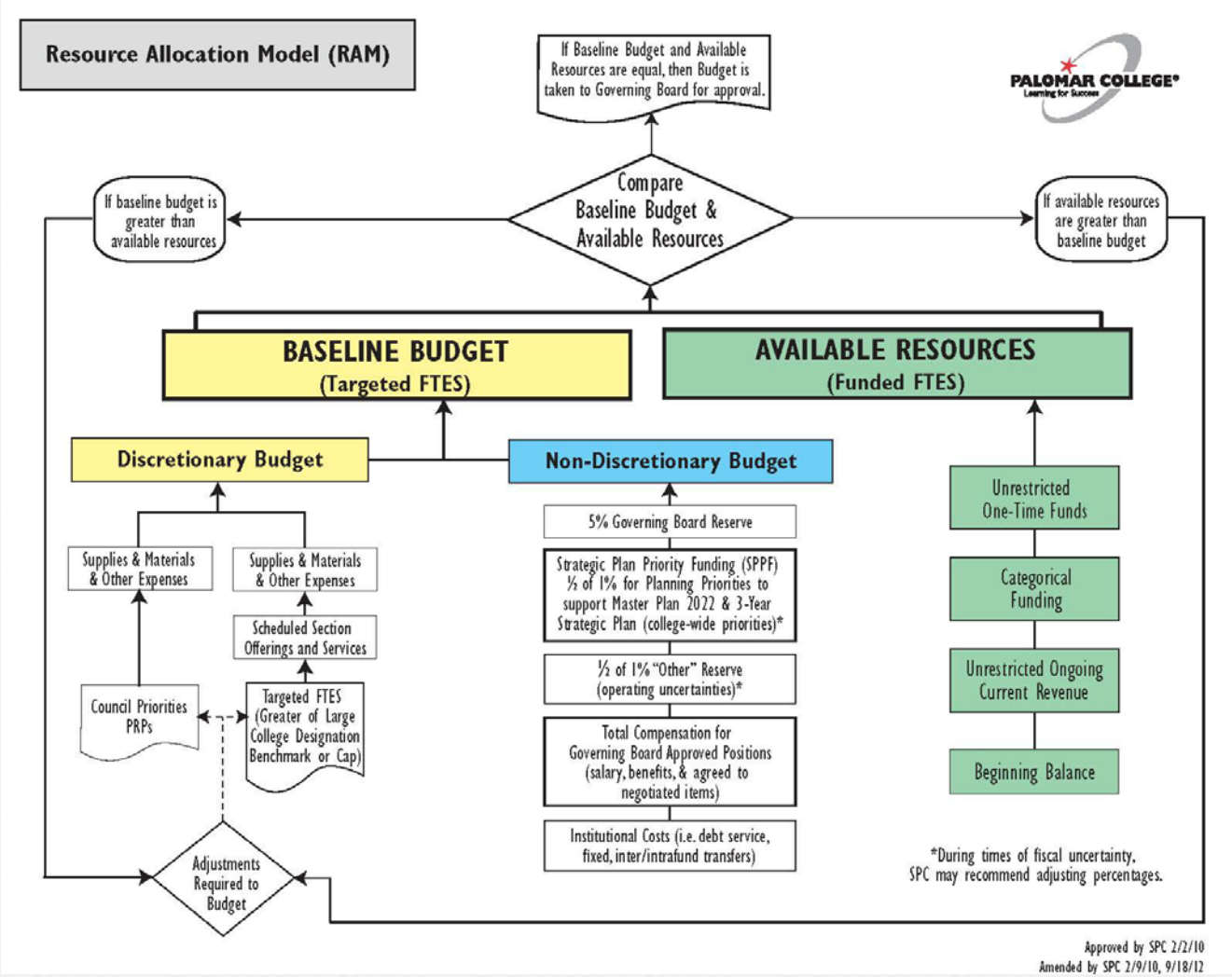
IPM


Palomar College Integrated Planning, Evaluation, and Resource Allocation Decision-Making Model
Community
Educational Master Plan
Facilities Plan
Staffing Plan
Technology Plan
Strategic Plan
Annual Implementation
College-Wide Priorities
Resource Allocation
Council Priorities
Annual Implementation
Evaluation
Evaluation
EVALUATE & INFORM
EVALUATE & INFORM
Program Review & Planning
Students
Approved by SPC 9/1/09
Amended by SPC 2/9/10
Amended by SPC 10/18/11

Planning Cycles



RAM


Resource Allocation Model (RAM)
If Baseline Budget and Available Resources are equal, then Budget is taken to Governing Board for approval.
PALOMAR COLLEGE
Learning for Success
Compare Baseline Budget & Available Resources
If baseline budget is greater than available resources
If available resources are greater than baseline budget
BASELINE BUDGET
(Targeted FTES)
AVAILABLE RESOURCES
(Funded FTES)
Discretionary Budget
Non-Discretionary Budget
Supplies & Materials & Other Expenses
Supplies & Materials & Other Expenses
Scheduled Section Offerings and Services
Council Priorities PRPs
Targeted FTES (Greater of Large College Designation Benchmark or Cap)
5% Governing Board Reserve
Strategic Plan Priority Funding (SPPF) ½ of 1% for Planning Priorities to support Master Plan 2022 & 3-Year Strategic Plan (college-wide priorities)*
½ of 1% "Other" Reserve (operating uncertainties)*
Total Compensation for Governing Board Approved Positions (salary, benefits, & agreed to negotiated items)
Institutional Costs (i.e. debt service, fixed, inter/intrafund transfers)
Unrestricted One-Time Funds
Categorical Funding
Unrestricted Ongoing Current Revenue
Beginning Balance
Adjustments Required to Budget
*During times of fiscal uncertainty, SPC may recommend adjusting percentages.
Approved by SPC 2/2/10
Amended by SPC 2/9/10, 9/18/12

College Plans

- Master Plan 2022 (Educational and Facilities Master Plan) http://www.palomar.edu/masterplan/
- Technology Plan 2016 http://www.palomar.edu/strategicplanning/TMP2016.pdf
- Staffing Plan 2016 http://www.palomar.edu/strategicplanning/StaffingPlan2016Final.pdf
  - Staffing Plan Update Year 3 2013 http://www.palomar.edu/strategicplanning/StaffingPlanUpdate-Y3-2012%2013.pdf
- Strategic Plan 2013 for Year 3 2012-13 http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013YEAR3.pdf
- Program Review and Planning http://www.palomar.edu/irp/ProgramReviewandPlanning.htm

Resources

- Palomar College Governance Manual
  http://www.palomar.edu/strategicplanning/Governance%20Structure/Governance%20Structure%20Book.pdf
- Palomar College Glossary of Governance Terms
  http://www.palomar.edu/strategicplanning/Glossary/Combined%20Glossary_of_Terms_and_Acronyms.pdf
- Palomar College Strategic Planning website
  http://www.palomar.edu/strategicplanning/
- Palomar College Faculty Senate
  http://www.palomar.edu/facultysenate/
- Statewide Faculty Senate
  http://asccc.org/
- CCLC information on Governance
  http://www.ccleague.org

HRSPC – Planning

- Assigned Objectives on Strategic Plan Action Plan
- Staffing Plan
- Human Resources Program Review and Planning (PRPs)
- SAOs (part of your PRP process)

HRSPC Governance Self-Evaluation

Spring 2014

Human Resources Planning Council

HRSPC Performance

Responding members rated the HRSPC on eight different aspects, displayed in Table HRS1. Additionally, for each aspect, respondents were given the opportunity to include open-ended comments. Respondents did not offer comments on all the aspects, but for each of the aspects on which respondents commented, a table was constructed containing all council members' comments on that aspect.

Table HRS1. Human Resources Services Planning Council Ratings						
	N	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The role and responsibilities of the HRSPC are clear and well understood.	3	33.3%	66.7%	0.0%	0.0%	0.0%
The HRSPC has operated effectively this year.	3	0.0%	100.0%	0.0%	0.0%	0.0%
The HRSPC spends the appropriate amount of time discussing and acting upon issues and topics.	2	50.0%	50.0%	0.0%	0.0%	0.0%
The procedures used to guide the functioning of the HRSPC are effective.	3	66.7%	33.3%	0.0%	0.0%	0.0%
The structure of HRSPC allows for open and participatory communication between constituents.	2	50.0%	50.0%	0.0%	0.0%	0.0%
I understand/understood my role and responsibilities as a member of HRSPC.	3	66.7%	33.3%	0.0%	0.0%	0.0%
As a member of HRSPC, I am/was able to participate in the decision-making process of the college.	2	100.0%	0.0%	0.0%	0.0%	0.0%
As a member of HRSPC, I feel that I am/was able to devote the time necessary for participation on the council.	3	33.3%	0.0%	33.3%	33.3%	0.0%

Table HRS2. Comments on the clarity of the role and responsibilities of the HRSPC
The HRSPC role as described in the Governance Structure is accurate and up to date. The Council receives annual training on roles and shared governance at the beginning of each academic year, presented by IR&P.

Table HRS3. Comments on the effectiveness of HRSPC
The Council has had several meetings that were cancelled for lack of a quorum and/or for governing board workshops that conflict with the council's regular meeting time. The council will address this in Fall 2014 and find a meeting day and time to preclude these conflicts in the future.

Table HRS4. Comments on the amount of time spent discussing and acting on issues in HRSPC
The Council works by consensus. Ample discussion time is provided for all matters brought to the Council, and members are encouraged to communicate the conversation with constituents. If the Council does not reach consensus the matter is considered and brought back for further discussion.

Table HRS5. Comments on the effectiveness of the procedures used to guide the functioning of HRSPC
The governance structure of HRSPC is well defined, and the meetings are collegially effective.

Table HRS6. Comments on the impact of the structure of HRSPC on open and participatory communication
Members are strongly and frequently encouraged to communicate issues with constituents and bring their input to HRSPC.

Table HRS7. Comments on the respondent's ability to participate in the decision-making process as a member of the HRSPC
Because many employee related issues are negotiated, the Council well understands that it facilitates decision making and provides open communication with consituent groups that may lead to a better understnding of these issues.

Table HRS8. Comments on the respondent's ability to devote sufficient time to the HRSPC
Because of the scheduled meeting time and date, Council members have often had conflicting assigment responsibilities. We should address this in the fall by rescheduling our meeting to a more user-friendly day and time.

Respondents rated the clarity of (a) the Annual Strategic Plan's Action Plan and the process for tracking progress on the college's objectives, (b) the Integrated Planning Model and Resource Allocation Model, and (c) the Program Review and Planning process. These ratings are summarized in Table HRS9. They were perceived to be very clear. Respondent comments are found in Tables HRS9a-c.

Table HRS9. HRSPC - Perceived Clarity of Plans and Processes

Clarity of the …	Not at all clear	Moderately clear	Very clear	Total
annual Strategic Plan's Action Plan and the process for tracking progress on the college's objectives	0	0	2	2
	0.0%	0.0%	100.0%	100.0%
College's Integrated Planning Model (IPM) and Resource Allocation Model (RAM)	0	1	2	3
	0.0%	33.3%	66.7%	100.0%
HRSPC's Program Review and Planning (PRP) Process	0	1	2	3
	0.0%	33.3%	66.7%	100.0%

Table HRS9a. HRSPC Comments on the Clarity of the Action Plan & Process for Tracking Progress on the College's Objectives

The annual action plan and its elements are very clear. Timely progress/status reports are discussed by the Council, and an annual assessment is completed.

Table HRS9b. HRSPC Comments on the Clarity of the IPM and RAM

The IPM and RAM are clear. The Council may have a limited use of the funding allocation because HRS has a very small budget and almost no discretionary funds.

Table HRS9c. HRSPC Comments on the Clarity of the PRP Process

The 2012-14 PRP was very clear. The PRP has been reviewed and validated.

Respondents indicated how well they thought the Planning Process and the PRP Process links resource allocations to planning priorities. Figure HRS1 shows their ratings. Tables HRS9a-b show the respondent comments.

Figure HRS1. HRSPC - Processes Link Resource Allocations to Planning Priorities

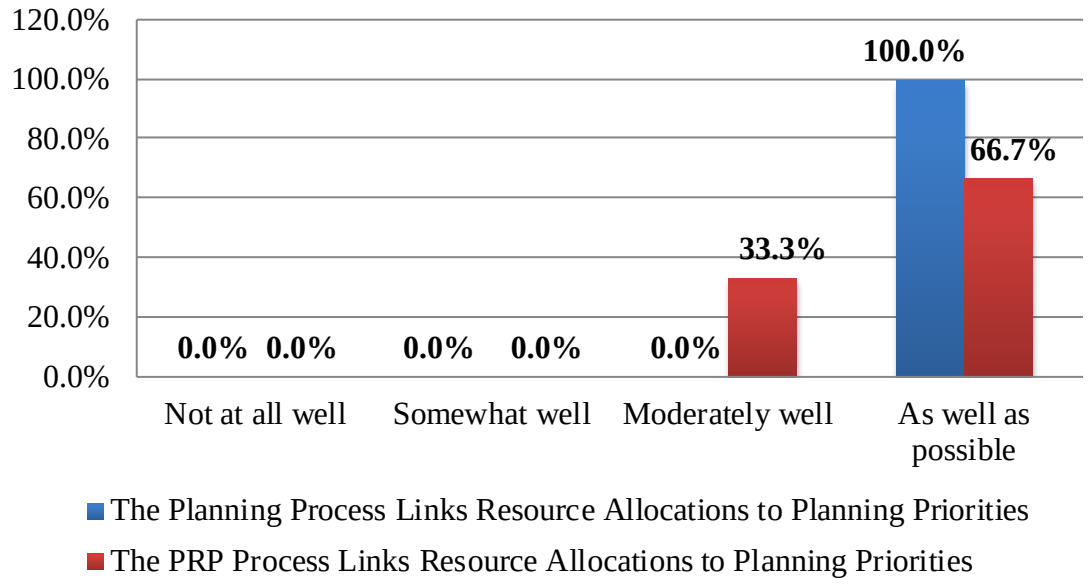


Table HRS9a. HRSPC Comments on the College's Planning Process Linking Resource Allocations to Planning Priorities
With the exception of SPPF project funding, the PRP reallocates internal, primarily staffing, resources to address planning priorities. Only very limited discretionary funding is available, and not enough to significantly affect PRPs.

Table HRS9b. HRSPC Comments on the PRP Process Linking Resource Allocations to Planning Priorities
The SPPF process has clear linkage to planning. The challenge for the college in the future is to discuss how Program Review and Planning needs may be met, as the budget is underfunded by apportionment and few discretionary funds are available.

HRSPC Information Dissemination

Planning council members were asked “Who do/did you share information with regarding the issues discussed and actions taken at HRSPC?” Their open-ended responses are found in Table HRS10, and the method by which they shared such information is summarized in Table HRS11.

Table HRS10. Who Respondents Shared Information with Regarding HRSPC Discussions and Actions
I do not discuss issues with any person
I shared them orally with members of my constituent group on an ongoing basis.
My staff

Table HRS11. Methods Used to Share Information from HRSPC	
	Frequency
Formal meetings	1

Table HRS11a. Other Method of Sharing HRSPC Informatio
Oral communications

HRSPC Strengths and Weaknesses

HRSPC members indicated what HRSPC did well during the year, and where they could improve. Responses are listed in Tables HRS12 and HRS13.

Table HRS12. What HRSPC Did Well This Year
Gave input and approved HRS Staffing Master Plan, reviewed and provided input for the Strategic Plan 2016, reviewed and gave input on HR exit interview process
SPPF funding for staff technical training, communication of the status of key issues related to benefits, salary, planning.

Table HRS13. How HRSPC Can Improve
Encourage committee members attend more meetings.
Improve meeting day and time; have presentations from subordinate committees and advisory committees.

Equal Employment Opportunity Report

Governing Board Meeting
May 13, 2014

PALOMAR COLLEGE
Learning for Success

Source of Applicants by Position Type

Position Type	Location
Administrator	Nationwide
Faculty (Full-Time)	Nationwide
Faculty (Part-Time)	Regional
CAST	25-mile radius
Classified	25-mile radius

Diversity of applicant pools is often dependent on location of applicants.

Employee Demographics, 2009-10 and 2012-13

2009-10 Employee Demographics	Underrepresented Ethnicities	White	Unknown Ethnicity	Female	Male	Headcount
Administrators	35.00%	65.00%	0.00%	52.50%	47.50%	40
Faculty (Full-Time)	19.42%	79.51%	1.06%	47.70%	52.30%	283
Faculty (Part-Time)	19.28%	79.21%	1.51%	50.06%	49.94%	861
Classified/CAST	34.84%	63.57%	1.58%	62.67%	37.33%	442

2012-13 Employee Demographics	Underrepresented Ethnicities	White	Unknown Ethnicity	Female	Male	Headcount
Administrators	34.28%	65.71%	0.00%	51.43%	48.57%	35
Faculty (Full-Time)	22.68%	76.54%	0.77%	49.62%	50.38%	260
Faculty (Part-Time)	20.90%	77.27%	1.81%	46.07%	53.93%	827
Classified/CAST	37.76%	60.14%	2.10%	61.31%	38.69%	429

Over four-year period:

- 27 full-time faculty hires
- 8 full-time faculty hires from underrepresented ethnic groups
- 62 full-time faculty retirements/resignations
- 7 full-time faculty retirement/resignations from underrepresented ethnic groups

Applicant Demographic Data, 2011-12

Applicant Pool Data, 2011-12: All Applicants

	Underrepresented Ethnicities	White	Unknown Ethnicity	Female	Male	Unknown Gender	Total
Administrators	35.23%	58.70%	6.09%	59.57%	33.48%	6.96%	230
Faculty (Full-Time)	29.77%	61.28%	8.96%	54.06%	38.42%	7.52%	1317
Classified/CAST	45.82%	48.23%	5.96%	51.08%	42.87%	6.05%	2314

Applicant Pool Data, 2011-12: Interviewees

	Underrepresented Ethnicities	White	Unknown Ethnicity	Female	Male	Unknown Gender	Total
Administrators	29.74%	62.16%	8.11%	64.86%	35.14%	0.00%	37
Faculty (Full-Time)	29.68%	65.16%	5.16%	59.35%	35.48%	5.16%	155
Classified/CAST	41.70%	54.89%	3.40%	54.47%	41.28%	4.26%	235

Applicant Pool Data, 2011-12: Second-Level Interviewees (Administrator and Faculty Candidates Only)

	Underrepresented Ethnicities	White	Unknown Ethnicity	Female	Male	Unknown Gender	Total
Administrators**	27.27%	72.73%	0.00%	45.45%	54.55%	0.00%	11
Faculty (Full-Time)	31.91%	63.83%	4.26%	61.70%	34.04%	4.26%	47

***Second-level interviews were not conducted for all administrator positions.*

Applicant Pool Data, 2011-12: Hires

	Underrepresented Ethnicities	White	Unknown Ethnicity	Female	Male	Unknown Gender	Total
Administrators	40.00%	60.00%	0.00%	60.00%	40.00%	0.00%	5
Faculty (Full-Time)	36.84%	63.16%	0.00%	73.68%	26.32%	0.00%	19
Classified/CAST	47.37%	52.63%	0.00%	60.53%	39.47%	0.00%	38

Persistence

Percentage of candidates from underrepresented ethnic groups generally improved or remained the same from application to hire

Part-Time Faculty Hired as Full-Time Faculty

Year	Total Hires	Part-Time Faculty Hires	% Part-Time Faculty Hires
2012-13	0	0	0.00%
2011-12	19	14	73.68%
2010-11	6	3	50.00%
2009-10	2	1	50.00%
Average % of part-time faculty hired as full-time faculty over 4 years: 57.89%			

Effect of diversity of part-time faculty on full-time faculty hiring:

- Ethnic demographics of part-time faculty are nearly the same as full-time faculty
- In any year, 50% or more of full-time faculty hires are District part-time faculty
- Net improvements realized in hiring faculty of underrepresented ethnic groups each year
- Terminations of faculty of underrepresented ethnic groups each year offset gains

Opportunities to Enhance EEO Practices

- Request that the Faculty Senate have a dialogue in Fall 2014 regarding:
  - Review of Faculty Hiring Procedures (full-time faculty recruitments)
  - Establishing a uniform, District-wide procedure for hiring part-time faculty
- Include committee members of underrepresented ethnic groups on all first-level hiring committees (Title 5 requirement)
- Utilize online application system, PeopleAdmin, to ensure a systematic, consistent application process
- Cultural climate survey – how are we viewed by potential applicants?