Personnel Prioritization Process
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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 will use 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
- Program review

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

Institutional Foundations for Resource Allocation

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

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.

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

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Student Success Factors

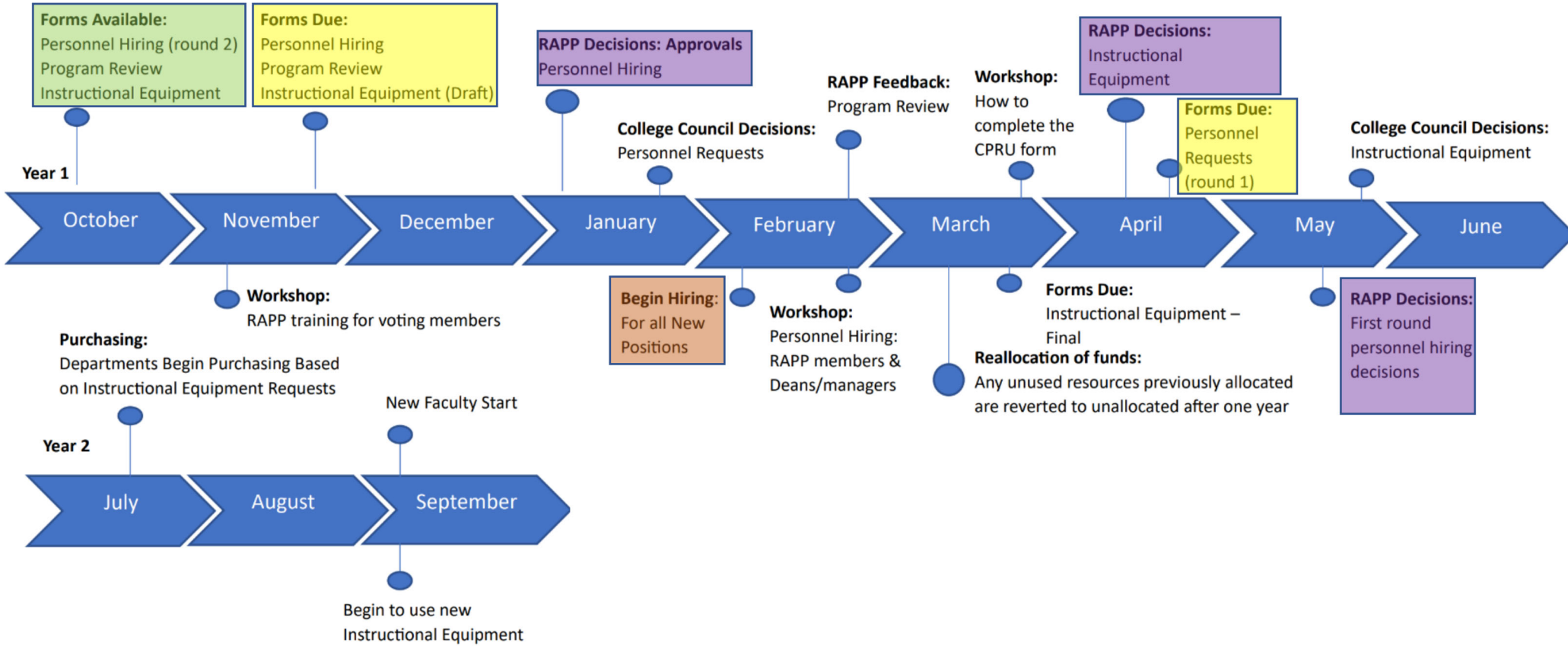**The college should ensure that students**

- 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

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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

De Anza College

Forms Available:
Personnel Hiring (round 2)
Program Review
Instructional Equipment

Forms Due:
Personnel Hiring
Program Review
Instructional Equipment (Draft)

RAPP Decisions: Approvals
Personnel Hiring

College Council Decisions:
Personnel Requests

RAPP Feedback:
Program Review

Workshop:
How to complete the CPRU form

RAPP Decisions:
Instructional Equipment

Forms Due:
Personnel Requests (round 1)

College Council Decisions:
Instructional Equipment

Year 1

| October | November | December | January | February | March | April | May | June |

Workshop:
RAPP training for voting members

Purchasing:
Departments Begin Purchasing Based on Instructional Equipment Requests

Begin Hiring:
For all New Positions

Workshop:
Personnel Hiring:
RAPP members & Deans/managers

Forms Due:
Instructional Equipment – Final

Reallocation of funds:
Any unused resources previously allocated are reverted to unallocated after one year

RAPP Decisions:
First round personnel hiring decisions

New Faculty Start

Year 2

| July | August | September |

Begin to use new Instructional Equipment

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 r**ank their positions within their area** and provide the ranking to RAPP.

- Emergency requests may be **submitted to the tri-chairs at any time** for review by the full RAPP committee outside of the established cycle.

- RAPP will use any of the following **criteria** to review emergency requests:
    - Required by law or accreditation (with documentation)
    - 100% non-tenure track temporary 1 year position would not work, or has been in place already for a year
    - Part-time faculty cannot temporarily meet the department needs and student demand

Important Dates

- Personnel request forms are **due April 30th**

- **Round 1** takes place in **May** and reviews all new full-time faculty positions and those that became vacant between **October 1 to April 30.**
  - **New Classified/Administrative** positions must be requested in Round 1.

- **Round 2** begins in **October** and reviews full-time faculty positions that became vacant between **May 1 to September 30.**

- If your area had a position that was already submitted to RAPP, but it was **not approved by College Council**, the following applies:
  - All remaining positions will be rolled into the next round with the **same priority level** (high, moderate, low)
  - An area may resubmit the form with updates and RAPP will review
- RAPP will **review all newly submitted positions** and assign each a priority level.
- RAPP will **assign priority levels** in Round 1 (spring) but will not begin to put positions into buckets until Round 2 prioritizations have taken place.

Round 2 Process (Fall)

- Priority levels from Round 1 are carried into Round 2.
- RAPP will **review any newly submitted positions** and assign each a priority level.
- RAPP will review the **priority levels for all positions** from Round 1 and Round 2.
- RAPP assigns all high priority positions from Round 1 and Round 2 into **buckets**.
- RAPP forwards the buckets to **College Council**.
- Any positions that were not advanced/approved by College Council will be rolled to the next year, but the **buckets will be cleared out** and RAPP will start over.

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.
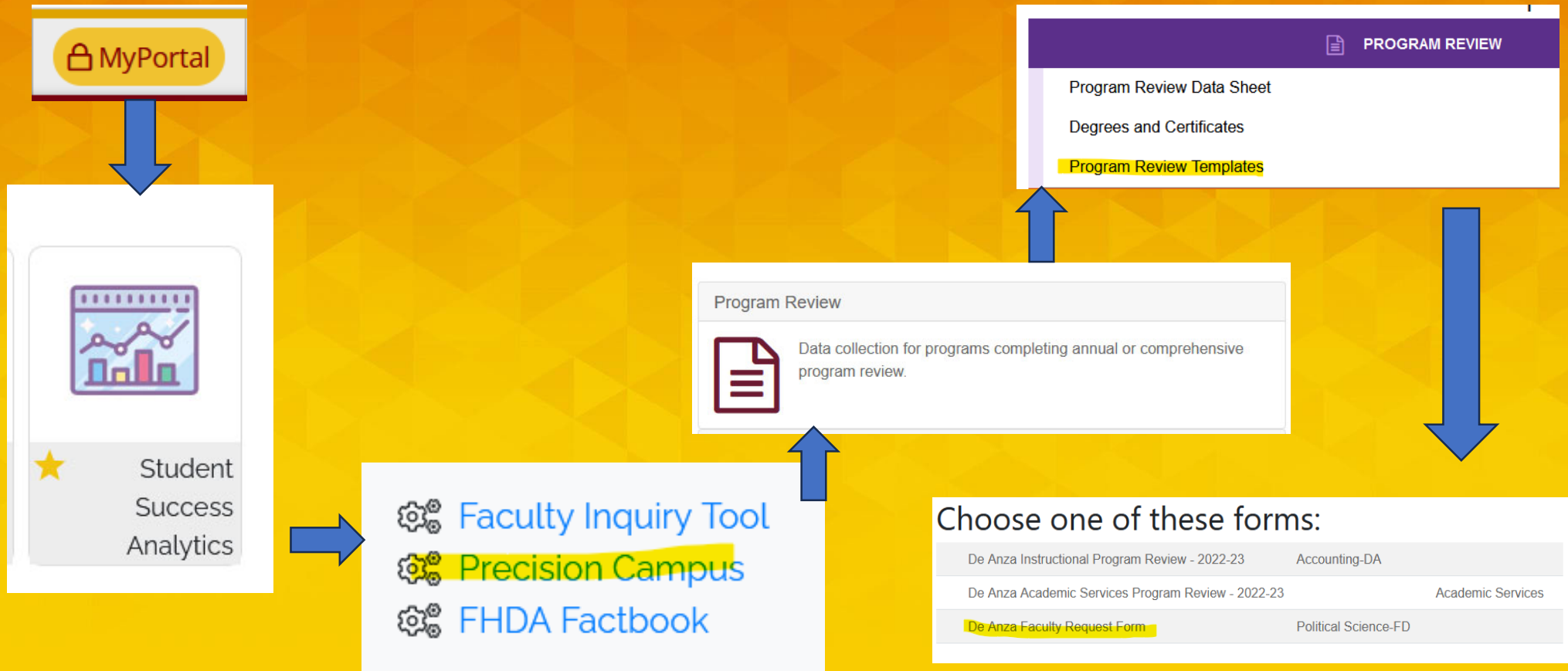
Details on Faculty Positions Requested

* 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**

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.

Faculty Form – Data

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%

Success and Equity
Social Sciences and Humanities - Political Science-FD

Faculty Load Ratios
Social Sciences and Humanities - Political Science-FD

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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?

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).

1. How does this request align with the goals in the Educational Master Plan?
2. How does this request align with the College's Equity Plan Re-Imagined?
3. How does the program use data to develop, adapt, and improve teaching, learning and/or support to respond to the needs of students, changing environments, other populations serverd, and evolving institutional and state priorities?
4. How does the position support on-going college operations and/or student success?
5. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?
6. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth or vitality of the program.
7. Explain how the work will be accomplished if the position is not filled.
8. Other information, if any.

New Staff of Administrator Form

- New classified staff and administrator requests can be made for positions requiring new funding in Round 1.
- Retirements, resignations or grant funded positions do not need to be submitted for ranking at this time.
  - [New Staff or Administrator Request 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 <u>mission</u>, the <u>Educational Master Plan</u> and ongoing planning efforts?
3. What are the historical staffing patterns within the program over the last few years?
4. What types of disaggregated data are used to address the program's goals and objectives?

5. What evidence does the program use to create strategies for improving student learning, development and success?

6. What assessment plans and processes does the program use to document progress toward achievement of its mission, goals, outcomes and objectives?

7. How does the program respond to the needs of individuals, constituents, and populations with distinct needs to ensure equitable access for all students?

8. 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?

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 support on-going college operations and/or student success?

3. How does this request align with the program's needs as detailed in the program review or CAS form?

4. Explain how the work will be accomplished if the position is not filled.

5. Other information, if any.

The Review Process
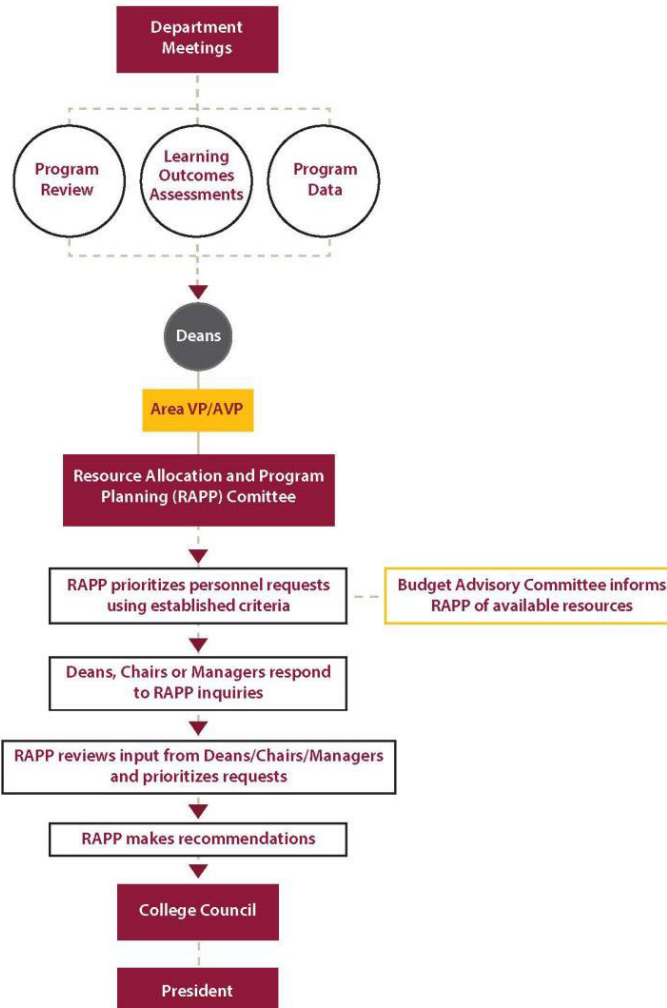
Training Conducted

- Training for deans/managers on the form and process
- 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.

Forms Available

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

Deans and VP Review

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.
- RAPP shares all forms with **Senior Staff**.
- The area 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.

RAPP Reviews Personnel Requests

    Small group evaluation

        Balanced review groups are created and asked to evaluate individual requests and assign priority levels (high, moderate, low)

        Identify questions needing more clarification

        All requests are reviewed by all groups

        Small groups review their priority levels and assign positions to a "high" bucket (Round 2 only)

Large group discussion

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

Priority levels are reviewed, discussed, and finalized by the entire membership to ensure consensus on priority levels

Budgetary limitations are considered and applied (if available)

Small group priorities

Small groups assign top 5 positions into a bucket

Large group priorities

RAPP reviews buckets from each small group and assigns positions into final buckets

Buckets are forwarded to College Council

Criteria for Review

The program's goals support the achievement of the College's mission, Educational Master Plan and Equity Plan Re-Imagined, including:

- The position is **aligned** to one of the college's **Strategic Initiatives** including: Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change or Racial Equity (review questions C1 & C2 in faculty form and question A2 in staff form). Indicate the level of alignment: Strongly Aligned (3), Moderately Aligned (2), Little Alignment (1), No Alignment (0).

- 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 (review question A1 for instructional faculty, B1 for noninstructional faculty, and A4-8 for staff). Indicate the level of alignment: Strongly Aligned (3), Moderately Aligned (2), Little Alignment (1), No Alignment (0).

- The position clearly **supports on-going college operations and/or student success** (review C4 in the faculty form and B2 in staff form). Indicate the level of alignment: Strongly Aligned (3), Moderately Aligned (2), Little Alignment (1), No Alignment (0).

- The position clearly **contributes to the health, growth, or vitality of the program** (review C5 in faculty form and B1 in staff form). Indicate the level of alignment: Strongly Aligned (3), Moderately Aligned (2), Little Alignment (1), No Alignment (0).

De Anza College

Questions?