The Redesign Report 2013-2017 addresses the Board of Trustees’ identified goal for the Chancellor to complete a re-organization and re-structure plan for the District including timeline for implementation. The plan is driven by the San José - Evergreen Community College District’s mission, vision, and values; and guided by the Student Success definition and policy. The planning process relied upon the principles to redesign, reinvest and reset the institution through strategic planning and priority setting.
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REDESIGN REPORT 2013-2017

PART I

I. DEFINING THE REDESIGN INITIATIVE FOR SAN JOSÈ • EVERGREEN COMMUNITY COLLEGE DISTRICT

1. Chancellor’s Performance Objective:
Complete reorganization and restructure plan for the District including a timeline for implementation.

2. Executive Leadership Planning Session – District Reorganization/Restricting Planning and Implementation

On August 11 and 12, 2011 members of the District Leadership Team including the Chancellor, Vice Chancellors, Director of the Office of Research, the Special Assistant to the Chancellor, College Presidents and their Vice Presidents participated in a planning session. The purpose of this meeting was to establish a common information framework or baseline to enable the District’s Leadership Team to create an efficient and effective organizational structure that could be responsive to the District’s overarching mission, vision and values. There were three assumptions that guided the meeting discussion:

- The importance of incorporating the principles of strategic planning
- Identification of Solutions that considered Fiscal and Budgetary Constraints - budget neutral solutions and/or highly needed investments to support future efficiencies.
- Clear understanding of the impact of workforce reduction on the District - Realistic reallocation of human resources in the face of an overall 24% reduction to the District’s workforce over the past three years without any concomitant reduction in scope of responsibility.

The team used the “Four Actions Framework Process” to arrive at concurrence about the most effective and efficient action points to maximize the talent of our current workforce while sustaining critical core services leading to student success.
Eliminate

- Services that are redundant or could be recreated or combined in a better manner
- Procedures that exist because of past practice but serve no practical or compliance function.
- Instructional and student support programs following program review and evaluation to determine their effectiveness.

Reduce

- Centralized functions that do not serve the Colleges/Workforce Institute well
- Costs through environmental and energy related/eco-friendly practices
- Practices, such as meetings, consultation that do not advance our work

Increase

- Morale
- Staff Training and Development
- Marketing, outreach, messaging and communication
- IT systems/imaging/web presence
- Governance/public relations
- Resource development
- Research
- Clarity regarding Administrative roles, functions and authority
- Community Partnerships

Create

- Areas of instructional delivery
  - Workforce
  - Community Education
  - Noncredit Adult Education
- Positive District Climate
  - Culture of evidence, civility, innovation
- Web presence
- Center of Instructional Technology
- Solid and Effective Enterprise Resource Planning (ERP)
- Robust Research function
  - IR
  - Data Warehouse
- Procedures and Efficiencies
  - HR procedures
  - Budget
  - Management, development, accountability
- Enrollment management
- Resource development
  - Grants
  - Public/private ventures
  - Foundation Development
  - International Students
- Improved Governance Processes and District Image (Reimaging)
  - Government Relations
  - Marketing
2.1 Emerging Priority Areas and Implementation Process
Based on the “Four Framework” outcomes several focus areas emerged as priorities along with recommendations to guide the process of redesign/restructuring as follows:

A. RECOMMENDED PRIORITIES FOR REDESIGN AND RESTRUCTURING WORK

<table>
<thead>
<tr>
<th>Institutional Transformation</th>
<th>Staff Development and Training (IT)</th>
<th>Curriculum and instruction – Alignment with Employment and Economic Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Centered/Customer Services Process</td>
<td>Technology Infrastructure and Support</td>
<td>Cohesive Governance and Administrative Policies</td>
</tr>
<tr>
<td>Budget (Fiscal Solvency and Cost Reductions)</td>
<td>Revenue Generation</td>
<td>Positive Climate (Culture)</td>
</tr>
<tr>
<td>Collaboration and Coordination Between and Among all District entities (DO, SJCC, EVC, WI)</td>
<td>Staffing (adequacy and realignment)</td>
<td>Centralization/Decentralization</td>
</tr>
<tr>
<td>Marketing/Outreach/Communication</td>
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</tbody>
</table>

B. THE PROCESS OF RESTRUCTURING

- Gather workforce data (demographic, organizational, employee groups)
- Review and study current organizational charts (District Office, Evergreen Valley College, San Jose City College, and Workforce Institute)
- Establish criteria for reorganization and restructure
- Ensure equitable distribution of staff resources
- The right person(s) for the right job
- Identify those positions that must be filled immediately vs. those that can wait.
- Each unit is to develop a proposed reorganization and accompanying rationale (District Office, Evergreen Valley College, San Jose City College, and Workforce Institute) using the following criteria:
  - Participatory Governance - Consultation
  - Data Based Decision Making
  - Reasonable Timeline
  - Honor Contractual Timelines

This planning session was a leadership retreat sponsored by Chancellor Cepeda. All constituents groups including students were represented. The Redesign initiative's shaping began with the presentation of Reorganization Principles and Guidelines. The presentation focused on institutional best practices for reorganizational efforts and the steps to include in the planning process:

- Step 1: Engage Stakeholders
- Step 2: Review Mission & Vision
- Step 3: Analyze Current Processes
- Step 4: Redesign Processes & Structure
- Step 5: Develop an Implementation Plan

The presentation and dialogue among constituency group members laid the foundation for the District's approach to the redesign and began the work.

4. District Council Meetings

During the Fall 2012, the framework for proceeding and developing the institutions Guiding Principles was accepted by Executive Leadership and vetted through the participatory governance process.

September 20, 2012

The Council reviewed the Reorganization - Principles and Guidelines presentation material from the Asilomar Leadership Retreat. Institutional best practices for reorganizational efforts and the steps to include in the planning process were highlighted. Chancellor Cepeda emphasized the purpose of the reorganization is to provide a structure that better serves the district.

October 18, 2012

District Council received an overview of the District Redesign (aka Restructuring/Reorganization) in a draft document format that outlined a purpose statement, principles and process for the District. It was noted the planning process would require significant communication between and among the colleges and the District Offices and would focus addressing future institutional needs instead of changes for the short term.

November 15, 2012

The Council received a revised planning document for redesign, which included the guiding principles and action components of planning, communication, review and analysis. Additional feedback was received. The comments were incorporated, and the document was finalized for the Chancellor to recommend to the Board of Trustees for review.
5. Board of Trustees & Guiding Principles

January 8, 2013 – Board Meeting

A presentation of the institutional approach to redesign was given to the Board of Trustees as an information item that included this statement:

The Board identified that one of the important performance objectives for the Chancellor is to provide a comprehensive review of the District’s organization and staffing. The Chancellor’s Initiative - Restructuring/Reorganization 2012-13 will examine and analyze current organizational structures at the unit level using guiding principles which align with future goals. The goal will be to connect each unit with one other to create an institution that addresses, not only the needs of students today but can also support advancement and evolution in the years to come.

The units are defined as San José City College, Evergreen Valley College, Workforce Institute and District Office.

…the Trustees will be presented with the purpose statement, the guiding principles, the process, the timeline and an outline of the report they will receive in Fall 2013...

The Board of Trustees identified revisions to the guiding principles.

January 22, 2013 – Board Meeting

As an action item, the Board adopted the following:

GUIDING PRINCIPLES FOR CHANCELLOR’S INITIATIVE - RESTRUCTURING/REORGANIZATION 2012-13

Visioning for the future with clear goals

Designing institutional structures that are student-centered to empower individuals to be master students

Respecting the strength of the heritages and life experiences of students to build more responsive colleges that reflect the cultural, religious, socioeconomic, linguistic and racial/ethnic diversity of those served.

Organizing to maximize collaboration and integration

Retooling to increase institutional efficacy, effectiveness and efficiency

Integrating flexibility and the ability to be dynamic

Ensuring the outcomes are not based on “doing more with less”

Honoring any and all provisions of the Collective Bargaining Agreements

Based on the recommendations of the Chancellor and Board approval, it was agreed that the institution’s framework for redesign would address the following components:
- Planning - A chronology of the various planning events that informed the process
- Communication - Documentation of efforts to share information regarding redesign/restruturer districtwide and at the college and unit level
- Current Status Assessment - Data gathering to determine areas of greatest need including workforce reduction outcomes
- Analysis - Review of data and determination of next steps
- Proposed Organization Charts for 2013-2017 - Integration of data and data analysis in the revision of organization charts.
II. WORKFORCE CHANGES 2003-2013

Assessment of the workforce is a critical component of the planning process. Significant reduction to the workforce occurred over the period spanning from 2008 to 2012. The total employee headcount peaked in 2006 with seven hundred and twenty-one (721) employees. In 2012, employee headcount had been reduced to five hundred and forty-eight (548) which represented a 24% workforce reduction. As of October 2012, the District had reduced the manager/supervisor/confidential staff by 31.4%, classified staff by 32.2%, and full-time faculty by 9.4% from the 2006 staffing levels.

Through the redesign process, the workforce changes informed the further visioning but it did not dictate the vision. The planning process was not to simply restore the staffing that had been lost. The redesign initiative focuses on the future needs of the District by assessing current and future needs, on-going initiatives and innovation, upcoming requirements and emerging trends.
### San Jose Evergreen Community College District

#### Demographics Report - Headcounts & Employee Groups


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<td>Manager/Supervisor/Confidential</td>
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<td>212</td>
<td>31%</td>
<td>202</td>
<td>29%</td>
<td>211</td>
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<td>142</td>
<td>21%</td>
<td>122</td>
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<td>33%</td>
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<td>17%     88 16% 87 16% -11 -11.2%</td>
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<td>Faculty</td>
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<td>19%</td>
<td>122</td>
<td>18%</td>
<td>127</td>
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<td>121</td>
<td>19%     117 21% 114 21% -19 -14.3%</td>
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<tr>
<td>Manager/Supervisor/Confidential</td>
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<td>37%</td>
<td>271</td>
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<td>16%</td>
<td>116</td>
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<td>16%</td>
<td>107</td>
<td>15%     101 18% 104 19% -4 -3.7%</td>
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<tr>
<td>Faculty</td>
<td>130</td>
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<td>17%</td>
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<td>18%</td>
<td>133</td>
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<td>18%</td>
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<td>18%     114 21% 113 20% -17 -13.1%</td>
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<td><strong>TOTAL</strong></td>
<td>714</td>
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<td>694</td>
<td>100%</td>
<td>707</td>
<td>100%</td>
<td>721</td>
<td>100%</td>
<td>700</td>
<td>100%</td>
<td>712</td>
<td>100%     548 100% 552 100% -162 -22.7%</td>
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<td>84</td>
<td>12%</td>
<td>81</td>
<td>11%</td>
<td>86</td>
<td>12%</td>
<td>83</td>
<td>12%</td>
<td>83</td>
<td>12%     66 10% 62 11% 59 11% 61 11% -23 -27.4%</td>
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<td>51%</td>
<td>369</td>
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<td>370</td>
<td>52%</td>
<td>380</td>
<td>53%</td>
<td>367</td>
<td>52%</td>
<td>375</td>
<td>53%     332 51% 272 47% 258 47% 264 48% -103 -28.1%</td>
</tr>
<tr>
<td>Faculty</td>
<td>263</td>
<td>37%</td>
<td>241</td>
<td>35%</td>
<td>256</td>
<td>36%</td>
<td>255</td>
<td>35%</td>
<td>250</td>
<td>36%</td>
<td>254</td>
<td>36%     244 39% 239 42% 231 42% 227 41% -36 -13.7%</td>
</tr>
</tbody>
</table>

* Source: SJECCD Datatel Employment Data 2003-2013
1. Charge to Administrative Staff

To address that a certain level of uniformity was created while at the same time supporting creativity and innovation, the administrative staff was given specific directives, key points, process steps, and production of specific outcomes.

1.1 Directives

To reaffirm that San José · Evergreen Community College District is organized through its institutional structures and staffing to be student-centered and focused on student success.

To examine and analyze current organizational structures at the unit level using the guiding principles to align with future goals.

To connect each unit with one other to create an institution that addresses, not only the needs of today but can also support advancement and evolution in the years to come.

---

1 The units are defined as San José City College, Evergreen Valley College, Workforce Institute and District Office.
1.2 Key Points

- Focus on Student Success
- Understand it’s not A Straight Restoration
- Adapt, organize and innovate for the future demands of the organization
- Determine Priorities
- Develop a schedule and plan
- Adopt a phased approach

1.3 Process Steps

Self-assessment

The planning team is to assess the current status of the operation. The team should:

- Identify the functional area’s core business.
- List and briefly describe key aspects for each area.
- List each of the key processes, programs and/or services to identify gaps between actual vs. optimal performance.
- Review how the existing staffing structures are supporting or detracting from goals or outcomes.
- Identify relationships between departments and those in other areas.
- Identify opportunities to improve processes to better target population’s expectations and achieve operational improvements (including total elimination, standardization, simplification, enhanced use of technology).
  - Where processes cross organizational boundaries, include members of involved departments in considering opportunities to cluster services.

Analysis

Using available data, determine unit’s/district’s expectations for the services and programs of the functional area.

Identify reasons for both the status quo and recommended changes. List how these reasons will support and add value to the functional area, the unit and the district.

Review Program Area and Components

Review both key target populations and those serve in relation to how their needs are addressed with current organizational structure.

List the challenges and opportunities that exist for pursing operational improvements.

Describe the optimal organizational structure.

Identify goals or outcomes that need to be accomplished in relation to the optimal organizational structure.

Determine if a different organizational structure is needed to support target population needs to meet department goals and achieve desired outcomes.
Do Reporting Lines need to change? – define new reporting lines with attention to:

- Clarifying roles of new/existing positions
- Ensuring decision-making processes and reporting levels are clear

Are there new staffing needs?

Determine whether the proposed new structure is in alignment with those in other areas.

1.4 Outcome of Restructuring/Reorganization Process

- Each Unit is in alignment with institution - District.
- Timeframe and implementation plan for changing programs, services processes organizational roles and the organization structure.
- Create “Before” and “After” flow charts to help clarify any process changes
- Create a new organization chart.
- Provide a legend to indicate existing, vacant, new positions.
- Provide a legend to indicate any new proposed operations
2. Flowchart

Overall Flowchart of Review, Analysis, Confirmation & Report

College Forum → Planning Teams → Vice President → Vice Presidents → President → Constituent Groups

District Forum → Planning Teams → Vice Chancellor → Vice Chancellors → Chancellor → Constituent Groups

THIS PROCESS IS ITERATIVE

Executive Team → District Council → Constituency Groups → District Council → Chancellor → Board of Trustees

Spring 2013

Fall 2013

Summer 2013

Spring 2014
3. Planning Schedule

Aug. 2011
Executive Leadership Planning Session

July 2012
Redesign Introduced at Asolimar

Fall 2012
Initial Framework in Executive Leadership

Fall 2012 District Council
- September
- October
- November

Jan. 8 2013
Presentation to the Board
Jan. 22 2013
Approved Redesign Principles

Apr. 2013
Campus Presentations

May-Aug. 2013
Development of Proposed Organizational Plans

July 2013
Workshop Presentation by HR to All Managers

Aug. 2013 Senior Leadership Retreat

Unit Revisions

Sep. 2013 All Managers & Supervisors Meeting

Sep. 2013 District Council

Oct. 2013 Townhalls
- EVC
- SJCC

Oct. 2013 Survey Conducted on Proposed Redesign Charts

Dec. 2013 Survey Results Reviewed & Recommendations Adopted

Unit Revisions

Jan. 2014 Senior Leadership Retreat II
- Confirm Centralization & Decentralization

Revision Confirmed

Final review
- Cost Analysis
- Phase I, II, III Priorities Determination

Apr. 22 2014
Presentation to the Board of Trustees

Legend:
- Activities
- Planning
4. Survey

Prior to the finalization of the proposed organizational charts, a survey was sent to all employees during October 2013. The purpose of the survey was to provide each and every employee an opportunity to comment and provided feedback. For each chart, there was a single open-ended question, “Please provide comments and recommendations on proposed chart.”

The results of the survey were used to identify themes. These themes were used to revise and finalize the proposed organizational charts. (Survey and compilation of themes in Appendix I)
IV. REDESIGN PROPOSAL 2013-2017

1. Proposed Organizational Charts
   - San José City College
   - Evergreen Valley College
   - District Office/Workforce Institute

2. Table of New/Repurposed/Vacant Positions

3. Phases I, II, & III – Cost Analysis
Proposed Organizational Charts

Legend

- Current Position
- Proposed Position
- Vacant Position
- Re-Purposed Position
- Dept. /Area
San José City College
Redesign Organizational Charts

April 22, 2014
San José City College Organizational Charts

Proposed

President
1.0 FTE

Executive Administrative Assistant
1.0 FTE

Vice President Academic Affairs
1.0 FTE

Vice President Administrative Services
1.0 FTE

Vice President Student Affairs
1.0 FTE

Dean Research, Planning & Development
1.0 FTE

Community Relations Officer
FTE 1.0

Grants Writer Supervisor
FTE 1.0

Grants & Contracts Coordinator
FTE 1.0

Reprographics

Updated on Feb 6, 2014
President’s Office

Proposed

- President
  - FTE 1.0
- Community Relations Officer
  - FTE 1.0
- Repro Lead Operator
  - FTE 1.0
- Repro Technician
  - FTE 2.0
- Graphic Designer/Repro Coordinator
  - FTE 1.0
- Bindery Clerk
  - FTE 0.5

Updated on January 29, 2014
Academic Affairs
Academic Affairs

Vice President
Academic Affairs
1.0 FTE

Administrative Secretary
1.0 FTE

Campus Personnel Services Coordinator
1.0 FTE

Program Assistant
Academic Senate
1.0 FTE

Curriculum Coordinator
1.0 FTE

Schedules & Catalog Technician
II
1.0 FTE

Staff Assistant III
FTE 1.0

Dean
Humanity & Social Science
1.0 FTE

Dean
Language Arts
1.0 FTE

Dean
Library, Learning Resources & DE
1.0 FTE

Dean
Math & Science
1.0 FTE

Dean
Business & Workforce Development
1.0 FTE

Dean
Kinesiology & Athletics
FTE 1.0

Updated on April 10, 2014
Humanities & Social Sciences

Dean
FTE 1.0

Sr. Div. Admin Asst.
FTE 1.0

Instructional Support
Lab Tech - Art
FTE 1.0

Humanities

- Studio Arts/Media Arts/Photography
  FTE 8.07 (4.0 FT)
- Music/Humanities
  FTE 2.9 (1.0 FT)
- Dance
  FTE 2.14 (1.0 FT)

Social Science

- Philosophy
  FTE 2.4 (1.0 FT)
- Theatre
  FTE 1.4 (1.0 FT)
- Sociology
  FTE 1.3 PT
- Political Science
  FTE 1.4 PT
- Ethnic Studies/SSCI/UMOJA
  FTE 3.1 (3.0 FT)
- Labor Studies
  FTE 0.4 PT
- Alcohol and Drug Studies
  FTE 1.7 PT
- Early Childhood Education
  FTE 7.94 (2.0 FT)

Global Studies/Anthropology/Geography
FTE .7 PT

History
FTE 5.3 (2.0 FT)

Psychology
FTE 4.8 (2.0 FT)

Administration of Justice
FTE 2.7 (1.0 FT)

Economics
FTE 1.6 (1.0 FT)

Updated on January 28, 2014
Math & Science

Proposed

Dean
Math & Science
FTE 1.0

Sr. Div. Administrative Assistant
FTE 1.0

Mathematics

Faculty Coordinator
FTE 0.1
FTEF 20.22 (9.0 FT)

Biology

Fac. Coordinator FTE
0.1
FTEF 12.2 (4.0 FT)

Sr. Lab Coordinator
FTE 0.917

Instr. Lab Tech. III
FTE 1.0

Natural Science

Physical Science

Fac. Coordinator FTE
0.05
FTEF 1.5 (1.0 FT)

Instr. Lab Tech IV FTE
1.0

Chemistry

Fac. Coordinator FTE
0.1
FTEF 8.0 (5.0 FT)

Instr. Lab Tech II FTE
0.44

Physics

Fac. Coordinator FTE
0.1
FTEF 2.8 (1.0 FT)

Instr. Support Coordinator
FTE 1.0

Tutoring Center

Fac. Coordinator
FTE 0.1

Updated on April 10, 2014
Language Arts

Proposed

Dean
Language Arts
1.0 FTE

Sr. Div. Admin Asst.
1.0 FTE

Communication Studies

Fac. Coord. 0.1
FTE 4.8
FT 2.0

FT Faculty
FTE 8.0

Fac. Coord. 0.225
FTE 19.6

English

FTE 1.0 (PT)

ESL

FT Faculty FTE 10.0
Fac. Coord. 0.225
FTE 19.4

Lab Lead
FTE 1.0

Reading

FT Faculty FTE 2.0
Fac. Coord. 0.1
FTE 9.0

World Languages

ASL Interpreters
14 (variable FTE)

Updated on January 21, 2014
Business & Workforce Development

Dean
FTE 1.0

Sr. Div. Admin Assistant
FTE 1.0

Career & Technical Education Director
FTE 1.0

CTE Transitions Contract Asst.
FTE 1.0

---

Business Careers
- Fac. Coord.
  FTE 0.1
- Accounting
  FTEF 1.15
- Business
  FTEF 2.8
- CA/CIS
  FTEF 1.0
- Instr. Support.
  FTE 1.0
- Real Estate*

Health Careers
- EMS
  FTEF 1.14
- Health Ed.**
- Medical Assisting
  FTEF 1.27
- Patient Navigation**

Service Careers
- Facilities Maintenance
  FTEF 1.37
- Construction
  FTEF 2.37
- Instr. Lab Tech I
  FTE 1.0
- Instr. Lab Tech II
  FTE 0.66
- Instr. Lab Tech III
  FTE 0.33

Technical Careers
- Laser
  FTEF 1.0
- Machine Tech.
  FTEF 1.22
- Solar**

Cosmetology
- Fac. Coor.
  0.4
- Esthetics
- Fac. Coor.
  0.2
  FTEF 1.4
- Cosmetology
  FTEF 7.63
- Instr. Suppt
  FTE 3.83
- Staff Asst. III
  FTE 1.0
- Instr. Lab Tech II
  FTE 0.05

Dental Careers
- Fac. Coor.
  FTEF 0.4
- Dental Asst.
  FTEF 3.0
- Instr. Lab Tech II
  FTE 1.0

Workforce Careers
- Work Experience**
- VTA Transportation**
- Apprenticeships
- Meatcutters**

---

Updated on January 28, 2014

* 2FT in Business, 1 teaches Real Estate PT
** Adjuncts only
Library, LRC, & Distance Education

Dean
Library, LRC, & Distance Ed.
1.0 FTE

Sr. Div. Admin
Assistant
1.0 FTE

Distance
Education
Fac. Coor. 0.03

Reading Writing
Center
Fac. Coor. 0.4

Instr. Support Lab Lead
FTE 1.0

Lab Clerk

Open Computer Lab

Lab Clerk

Lab Tech
FTE 1.0

Library

FT Faculty
3.0 FTEF
Fac. Coor. 0.3

Library Asst
FTE 1.0

Library Tech
FTE 1.0

Library Tech
FTE 1.0

Metas

Metas Counselor
FTE 1.0

Avanzamos
Fac. Coor. 0.2

Program Assistant
FTE 1.0

Updated on January 28, 2014

current position
proposed position
vacant position
re-purposed position
department/area
Kinesiology & Athletics

Dean
Kinesiology
& Athletic
(Athletic Director for EVC & SJCC)
FTE 1.0

FTE 1.0

Proposed

Administrative Assistant
Instr. Lab Tech. II

FTE 1.0
FTE 2.0

Sports Info. Dir. Web Master

FTE 1.0

Athletics

Instructor
Basketball Coach
FTE 2.625

Fac. Coor. FTE 0.3
FTE 1.4

Instructor
Football Coach
FTE 1.2

FTE 1.4

Instructor
Softball Coach
FTE 1.35 FTE

Instructor
Volleyball Coach
FTE 1.4

FTE 1.0
FTE 1.05

APE

Kinesiology

Instructor

Current position
Proposed position
Vacant position
Re-purposed position
Dept./Area

Updated on January 28, 2014
Administrative Services
Administrative Services

Proposed

Vice President
Administrative Services
FTE 1.0

Administrative Secretary
FTE 1.0

Business Services
Supervisor
FTE 1.0

CTSS Supervisor
FTE 1.0

Facilities Manager
FTE 1.0

Business Services Coordinator
FTE 1.0

Systems Administrator
FTE 1.0

Grounds Supervisor
FTE 1.0

Custodial Supervisor
FTE 1.0

Network Technician
FTE 3.0

Groundskeeper
FTE 2.0

Lead Custodian
FTE 1.0

Audio/Visual Technician
FTE 1.0

Groundskeeper II
FTE 2.0

Custodian
FTE 10.0

Arborist
FTE 1.0

Custodian
FTE 9.0

current position
proposed position
vacant position
re-purposed position
department/area

Updated on Feb 6, 2014

Page 29
Student Affairs
Counseling & Student Success

Updated on Feb 6, 2014
(1) + (2) + (3) = 1.0 FTE (one FT employee)
Enrollment Services

Proposed

- Dean Enrollment Services 1.0 FTE
- Admin. Asst. 1.0 FTE
- Admission & Records
  - Lead A&R Coordinator 1.0 FTE
  - A&R Coordinator I 1.0 FTE
  - A&R Assistant 1.0 FTE
  - A&R Evaluations Specialist 1.0 FTE
  - A&R Technician 2.0 FTE
  - Evaluations Specialist 1.0 FTE
- Financial Aid
  - FA Specialist III 3.0 FTE
  - FA Specialist II 3.0 FTE
  - FA Specialist I 1.0 FTE
  - Vet Certification Officer .45 FTE
  - FA Coordinator 1.0 FTE

Updated on January 28, 2014
Student Development & Activities

Director, Student Development & Activities
1.0 FTE

Accounting Technician/Admin. Asst.
1.0 FTE

Outreach Specialist
1.0 FTE

Student Activities

Associated Student Government

Student Ambassadors

Veteran Center

(3) Program Specialist (Service Learning & Job Placement)
0.45 FTE

(2) Program Specialist
0.5 FTE

Updated on January 30, 2014
(1) + (2) + (3) = 1.0 FTE (one FT employee)

Proposed

current position
proposed position
vacant position
re-purposed position
department/area
Evergreen Valley College
Redesign Organizational Charts

April 22, 2014
Academic Affairs
Language Arts

Dean
1.0 FTE

Sr. Div. Admin Asst
1.0 FTE

Program Assistant
1.0 FTE

English
Faculty FTE 9.5

ESL
Faculty FTE 8.0

Foreign Language
Faculty FTE 3.0

Reading
Faculty FTE 3.0

Enlace
Program Chair
0.3 FTE Faculty

Sr. Div. Admin Asst
1.0 FTE

Instr. Supp Asst
.917 FTE

Instr. Supp Asst
.145 FTE

Instr. Asst
.917 FTE

Instructor
1.0 FTE Faculty

Inst. Supp. Asst
.917 FTE

Inst. Supp. Asst
.190 FTE

Staff Asst. II
.30 FTE

Updated on January 28, 2014
Library & Learning Resource Center

- **Dean** (see L.A.)
  - **Library**
    - Librarian 1.0 FTE
    - Sr. Libr. Tech 3.0 FTE
    - Libr. Tech .833 FTE
  - **Distance Education**
    - Lib Asst .917 FTE
    - Libr. Tech .733 FTE
    - 2.0 FTE Faculty
  - **Tutoring**
    - Faculty Coordinator 1.0 FTE
  - **Computerized Individual Instruction**
    - Coordinator Inst Support .917 FTE
    - Instr. Support Asst. .833
    - 1.0 FTE Faculty

Updated on January 28, 2014
Nursing & Allied Health

院长 1.0 FTE

计划协调员 1.0 FTE

临床护理助理计划

助教 0.22 FTE - 教师

9.58 FTE - 教师

助理院长

行政助理 1.0 FTE

更新于2014年1月28日
Social Science, Humanities, Arts & P.E.

Proposed

Dean
(see SSHAPE)

Honors

Coordinator
0.3 FTE - Faculty

AFFIRM

Coordinator
FTE 0.3

Program Specialist
FTE 0.4

ASPIRE

Counselor
1.0 FTE Faculty

Coordinator
FTE 0.2 (ADJ)

Service Learning

Coordinator
0.5 FTE

Program Specialist
1.0 FTE

Updated on January 28, 2014
Administrative Services
Administrative Services

Updated on January 28, 2014
Student Affairs
Student Affairs Division

Proposed

Vice President
FTE 1.0

Program Coordinator
Categorical Compliance & Reports
FTE 1.0

Administrative Secretary
FTE 1.0

Dean of Enrollment Services
FTE 1.0

Dean of Student Success
FTE 1.0

Associate Dean Student Support Services
FTE 1.0

Director of Student Development & Activities
FTE 1.0

Director of Student Support Services (FasTrack)
FTE 1.0

Associate Dean
Special Programs
1.0 FTE

Updated on January 28, 2014

current position
proposed position
vacant position
re-purposed position
department/area
Enrollment Services

Dean of Enrollment Services
1.0 FTE

FTE 1.0

Associate Dean of Enrollment Services
FTE 1.0

Outreach Program

CalWorks

Program Specialist
FTE 1.0

Counselor
FTE 1.0

Program Assistant
FTE 1.0

Veterans Affairs

Coordinator II
FTE 1.0

Employment Dev. Specialist
FTE 0.5

International

Outreach Specialist
FTE 1.0

Outreach Specialist
2x.50 FTE

A&R Assistant
FTE 1.0

A&R Technician
FTE 1.0

Financial Director
1.0 FTE

Financial Aid Specialist I
FTE 1.0

Financial Aid Specialist II
FTE 2.0

Financial Aid Specialist III
FTE 2.0

Financial Aid/Outreach Specialist
FTE 1.0

Financial Aid Lead Coordinator
FTE 1.0

Enrollment Services
Technician
2.0 FTE

Admission & Records

Evaluations Specialist
FTE 1.0

Evaluations Specialist
FTE 1.0

A&R Coordinator I
FTE 1.0

A&R Registrar
FTE 1.0

A&R Assistant
FTE 1.0

Financial Aid Specialist
FTE 1.0

Current position

Proposed position

Vacant position

Re-purposed position

Dept./Area

Updated on Feb 5, 2014
Student Services

Assoc. Dean
Student Support Services
1.0 FTE

DSP

Faculty Coordinator/Instructor
FTE 1.0

Adaptive Media Technology Specialist I
FTE 1.0

Program Specialist
FTE 1.0

Counselor
FTE 1.0

Instructional Support Assistant
FTE 0.146

Staff Assistant III
FTE 1.0

EOPS/CARE

Counselor Coordinator
FTE 1.0

Bi-Lingual Counselor
FTE 1.0

EOPS Program Specialist
FTE 1.0

Student Health Services Center

Staff Assistant II
FTE 1.0

Program Coordinator
FTE 1.0

Outreach Specialist
FTE 0.917

Health Services Director
Faculty FTE 1.0

Health Services Assistant
FTE 0.833

Updated on January 29, 2014
Student Life

Vice President
Student Services
FTE 1.0

Director
Student Development & Activities
FTE 1.0

Program Coordinator
FTE 1.0

Proposed

Updated on January 28, 2014
Proposed

Student Support Services

Vice President
Student Services
FTE 1.0

Director
Student Support Services (FasTrack)
FTE 1.0

FasTrack Program Counselor
FTEF 1.0

FasTrack Program Assistant
FTE 1.0

FKCE/YESS Program Coordinator
FTE 1.0

Updated on January 28, 2014
District Office
Redesign Organizational Charts

April 22, 2014
San José · Evergreen Community College District
Organizational Chart

Proposed

Chancellor
FTE 1.0

Vice Chancellor
CISO
FTE 1.0

Vice Chancellor
Human Resources
FTE 1.0

Vice Chancellor
W.E.R.D.
FTE 1.0

Vice Chancellor
Administrative Services
FTE 1.0

President
SJCC
FTE 1.0

President
EVC
FTE 1.0

Vice Chancellor
Institutional Effectiveness & Student Success
FTE 1.0

Updated on January 28, 2014
Chancellor’s Office

Chancellor
FTE 1.0

Executive Administrative Assistant to the Chancellor
FTE 1.0

Secretary to the Chancellor’s Office
FTE 1.0

Director, Community Relations & Diversity
FTE 1.0

Public Information Officer
FTE 1.0

Graphic Designer
FTE 1.0

Executive Director
Government Affairs
FTE 1.0

Updated on April 15, 2014
Institutional Effectiveness & Student Success Department

Vice Chancellor
Institutional Effectiveness & Student Success
FTE 1.0

Research Specialist
FTE 1.0

Supervisor
Ed. Services Support
FTE 1.0

Director of Institutional Research
FTE 1.0

Campus Based Research Analyst
Housed at SJCC
FTE 1.0

Research Analyst
FTE 1.0

Campus Based Research Analyst
Housed at EVC
FTE 1.0

Educational & Student Services Support Coordinator
FTE 1.0

Updated on January 28, 2014
Human Resources Department

Vice Chancellor
Human Resources
FTE 1.0

HR Administration

HR Specialist
Legal Compliance, Administrative Support, Records Management
FTE 1.0

HR Specialist
Negotiations Support, Faculty & Management Support/Personnel Services
FTE 1.0

HR Analyst
HR Systems (Ellucian & PeopleAdmin), Classification & Compensation
FTE 1.0

HR Supervisor
FTE 1.0

HR Analyst
Training & Investigation
FTE 1.0

HR Assistant
Personnel Support
Front Desk
FTE 1.0

Personnel Services

HR Specialist
Classified, Confidential, & Supervisors
FTE 1.0

HR Technician II
Hourly, Student, & Professional Experts
FTE 1.0

Benefit Analyst
FTE 1.0

Employment Services Coordinator
FTE 1.0

HR Technician
Employment & Benefit Support
FTE 1.0

Updated on April 10, 2014

current position
proposed position
vacant position
re-purposed position
dept./area
Administrative Services

Vice Chancellor
Administrative Services
FTE 1.0

Executive Secretary
FTE 1.0

Sr. Administrative Assistant
FTE 1.0

Director
Facilities & Bond Program Mgmt
FTE 1.0

Risk Manager
FTE 1.0

Facilities Planner
FTE 1.0

Associate Vice Chancellor
FTE 1.0

Accounting
FTE 1.0

Payroll, Purchasing & Warehouse
FTE 1.0

Bookstore
FTE 1.0

Budget Analyst
FTE 1.0

Maintenance

District Police

Updated on April 16, 2014
Fiscal Services Department

- Vice Chancellor
  Administrative Services
  FTE 1.0

- Associate Vice Chancellor
  FTE 1.0

**Bookstore Operation**
- Supervisor
- Operations Coordinator
- Distributor Coordinator
- Merchandising Specialist
- Sales Associate
- Accounting Technician
  FTE 8.0

- Assistant Director
  Fiscal Services
  FTE 1.0

- Purchasing Agent
  FTE 3.0

- Warehouse Coordinator
  FTE 1.0

- Warehouse Specialist
  FTE 1.0

- DO Mail Services Technician
  (Move from Repro)
  FTE 1.0

- Payroll Coordinator
  FTE 1.0

- Payroll Coordinator II
  FTE 1.0

- Inventory Asset Management Specialist
  FTE 1.0

- Staff Accountant
  FTE 4.0

- Sr. Account Clerk
  FTE 3.0

- Account Clerk
  FTE 1.0

**Budget Analyst**
FTE 1.0

**Controller**
FTE 1.0

**Controller**
FTE 1.0

*Positions related to bookstore operation are under review for re-assignment as campus bookstores are scheduled to become independent.*

Updated on April 16, 2014
Maintenance Department

Proposed

Vice Chancellor
Administrative Services
FTE 1.0

Maintenance Supervisor
FTE 1.0

Sr. Administrative Assistant
FTE 1.0

Custodian
40 S. Market
FTE 1.0

Custodian
Milpitas/North Campus
FTE 1.0

Carpenter
FTE 1.0

Electrician
FTE 1.0

HVAC Mechanic
Plumber
FTE 2.0

Facilities Maintenance Worker
FTE 3.0

Facilities Maintenance Worker
FTE 1.0

Equipment & Vehicle Mechanic
FTE 1.0

Painter
FTE 1.0

Locksmith
FTE 1.0

Carpenter
FTE 1.0

Electrician
FTE 1.0

HVAC Mechanic
Plumber
FTE 2.0

F.M.W.
FTE 3.0

Equipment & Vehicle Mechanic
FTE 1.0

Painter
FTE 1.0

Locksmith
FTE 1.0

Custodian
40 S. Market
FTE 1.0

Custodian
Milpitas/North Campus
FTE 1.0

Updated on Jan. 28, 2014
Police Department

President
SJCC

Vice Chancellor
Administrative Services
FTE 1.0

Chief of Police
FTE 1.0

Communication &
Records Coordinator
FTE 1.0

Lieutenant
SJCC
FTE 1.0

Watch 1
Day Shift

Dispatcher
FTE 1.0

Police Officer I
FTE 1.0

Parking Officer/CSO
FTE 1.0

Watch 2
Swing Shift

Dispatcher
FTE 0.6

Police Officer
FTE 1.0

Parking Officer
FTE 1.0

President
EVC

Detective/
Investigator
FTE 1.0

Lieutenant
EVC
FTE 1.0

Watch 1
Day Shift

Dispatcher
FTE 1.0

Police Officer II
FTE 1.0

Parking Officer/CSO
FTE 1.0

Watch 2
Swing Shift

Police Officer
FTE 1.0

Parking Officer/CSO
FTE 1.0

Updated on April 16, 2014

Proposed

current position
proposed position
vacant position
re-purposed position
department/area
2. District’s Workforce Profile

The table below represents the composite of the District’s entire workforce. Table 1 includes staff and Table 2 references the faculty. It is important to note that Table 1 represents the outcome of the Redesign/Restructuring process undertaken by the District and focuses only on staff positions (i.e. Classified, Management and Supervisory). Table 2 references the prioritization and hiring process for faculty that as a group are not subject to the Redesign process. Faculty hiring follows a separate and ongoing annual process that is clearly established and is detailed in Part II of this report. Both tables are presented on this page side by side to provide a complete and comprehensive picture of workforce complement that supports the San José · Evergreen Community College District.

### 2.1 Table 1 - New/Repurposed/Vacant Staff Positions

<table>
<thead>
<tr>
<th></th>
<th>Classified</th>
<th>Management</th>
<th>Supervisor</th>
<th>Total Impacted Positions (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New</td>
<td>Repurposed</td>
<td>Vacant</td>
<td>New</td>
</tr>
<tr>
<td>District</td>
<td>27.5</td>
<td>7</td>
<td>6.6</td>
<td>5</td>
</tr>
<tr>
<td>EVC</td>
<td>22.979</td>
<td>15.034</td>
<td>7.7</td>
<td>1</td>
</tr>
<tr>
<td>SJCC</td>
<td>27.2</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>WI</td>
<td>1</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>78.679</td>
<td>27.034</td>
<td>15.3</td>
<td>10</td>
</tr>
</tbody>
</table>

### 2.2 Table 2 – Faculty Hiring: A Ten-Year Profile

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>San Jose City College</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>6</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>5</td>
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<td>4</td>
</tr>
<tr>
<td>Evergreen Valley College</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Total</td>
<td>8</td>
<td>5</td>
<td>20</td>
<td>15</td>
<td>16</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>8</td>
<td>2</td>
<td>8</td>
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</tbody>
</table>
### 3. Phase I, II, & III – Cost Analysis

#### 3.1 San Jose City College

**PHASE I - San Jose City College**

<table>
<thead>
<tr>
<th>Component</th>
<th>New (Salary)</th>
<th>Projected Salary</th>
<th>Fringes</th>
<th>Benefits</th>
<th>Total Costs</th>
<th>Re-Purposed</th>
<th>Projected Salary</th>
<th>Vacant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>President Office</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Repro Designer/Repro Coordinator (C115)</td>
<td>1. President</td>
</tr>
<tr>
<td><strong>VP Office</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Program Assistant (Academic Senate) (C75)</td>
<td>2. Executive Admin Assistant (C-110)</td>
<td></td>
</tr>
<tr>
<td><strong>Library &amp; LRC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Dean (M30)</td>
<td>$109,692</td>
<td></td>
<td>$13,437</td>
<td>$21,401</td>
<td>$144,531</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Business &amp; Workforce Dev.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Administrative Services</strong></td>
<td>1. Groundskeeper II (C71)</td>
<td>$38,838</td>
<td>$8,794</td>
<td>$21,401</td>
<td>$69,033</td>
<td>1. Business Services Specialist (C90)</td>
<td></td>
<td>1. Vice President (M34)</td>
</tr>
<tr>
<td>2. Custodian 2.0 (C55)</td>
<td>$66,372</td>
<td>$15,028</td>
<td>$42,803</td>
<td>$124,203</td>
<td></td>
<td>2. Custodian Supervisor (S88)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Lead Custodian (C80)</td>
<td>$42,522</td>
<td>$9,628</td>
<td>$21,401</td>
<td>$73,551</td>
<td></td>
<td>3. CTSS Supervisor (S120)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Counseling &amp; Student Success</strong></td>
<td>1. Receptionist 0.25 (C70)</td>
<td>$9,621</td>
<td>$2,178</td>
<td></td>
<td>$11,800</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. DSPS Supervisor ($130)</td>
<td>$73,738</td>
<td>$16,696</td>
<td>$21,401</td>
<td>$111,835</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Student Services (FasTrack)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td>6.25</td>
<td>$340,783</td>
<td>$65,761</td>
<td>$128,408</td>
<td>$534,952</td>
<td>3</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Projected Salary Cost of Phase 1**

$534,951.88
<table>
<thead>
<tr>
<th></th>
<th>New</th>
<th>Projected Salary</th>
<th>Fringes</th>
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### PHASE III - San Jose City College

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### 3.2 Evergreen Valley College

#### PHASE I - Evergreen Valley College

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## PHASE II - Evergreen Valley College

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### PHASE III - Evergreen Valley College

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<td>Language Arts</td>
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<td>1. Instructional Support Asst. 0.145 (C78)</td>
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<td>Nursing &amp; Allied Health</td>
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<td>S.S.H.A.P.E.</td>
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<tr>
<td>Administrative Services</td>
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<tr>
<td>1. Software Trainer, Datatel (C115)</td>
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<td>2. Groundskeeper II (C71)</td>
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<tr>
<td>3. Custodian 3.0 (C55)</td>
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<td>4. Facilities Services Supervisor (S110)</td>
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<td>Student Affairs</td>
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<td>VP Office</td>
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<tr>
<td>Student Success</td>
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<td>1. Program Specialist (C89)</td>
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<td>Enrollment Services</td>
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### 3.3 District Office / Workforce Institute

#### PHASE I - District Office

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<th>Total Cost</th>
<th>Re-Purposed</th>
<th>Projected Salary</th>
<th>Fringes</th>
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<td>$19,588</td>
<td>$21,401</td>
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<td>1. Director – Community Relations &amp; Diversity (M23)</td>
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<td>1. Vice Chancellor – IESS (EM-1)</td>
<td>$79,845</td>
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<td>H.R.</td>
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## PHASE II - District Office

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<th>Projected Salary</th>
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<td>1. HR Technician - Employment &amp; Benefit Support (C88)</td>
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<td>$10,429</td>
<td>$21,401</td>
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<tr>
<td>1. Program Assistant (C75)</td>
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**Total Projected Salary Cost of Phase 2**

$1,716,576.51
<table>
<thead>
<tr>
<th></th>
<th>New</th>
<th>Projected Salary</th>
<th>Fringes</th>
<th>Benefit</th>
<th>Total Cost</th>
<th>Re-Purposed</th>
<th>Vacant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor's Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.I.E.</td>
<td>1. Director of Research Institutional Effectiveness (M23)</td>
<td>$92,897</td>
<td>$21,034</td>
<td>$21,401</td>
<td>$135,332</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H.R.</td>
<td>1. HR Analyst-Training &amp; Investigation (C122)</td>
<td>$68,149</td>
<td>$15,430</td>
<td>$21,401</td>
<td>$104,981</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal Services</td>
<td>1. Custodian (Milpitas/N.Campus) (C55)</td>
<td>$33,186</td>
<td>$7,514</td>
<td>$21,401</td>
<td>$62,101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td>2. Carpenter (Flat)</td>
<td>$62,732</td>
<td>$14,204</td>
<td>$21,401</td>
<td>$98,337</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td>3. Painter (Flat)</td>
<td>$62,132</td>
<td>$14,068</td>
<td>$21,401</td>
<td>$140,404</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police</td>
<td>1. Investigator/Detective (C118)</td>
<td>$62,044</td>
<td>$14,048</td>
<td>$21,401</td>
<td>$97,491</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police</td>
<td>2. Parking Officer (C55)</td>
<td>$33,186</td>
<td>$7,514</td>
<td>$21,401</td>
<td>$62,101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.T.S.S.</td>
<td>1. Innovative Technology Trainer (C115)</td>
<td>$60,236</td>
<td>$13,639</td>
<td>$21,401</td>
<td>$95,276</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.T.S.S.</td>
<td>2. Help Desk Operator 0.5 (C95)</td>
<td>$24,680</td>
<td>$5,588</td>
<td>$10,701</td>
<td>$40,969</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.I.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9.5</td>
<td>$570,975</td>
<td>$129,280</td>
<td>$267,516</td>
<td>$967,771</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Projected Salary Cost of Phase 3**

$967,771.16
PART II

V. FACULTY HIRING

1. Full-time Faculty Hires 2003-2013

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>San Jose City College</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>6</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Evergreen Valley College</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>5</strong></td>
<td><strong>20</strong></td>
<td><strong>15</strong></td>
<td><strong>16</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Jose City College</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Evergreen Valley College</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>0</strong></td>
<td><strong>8</strong></td>
<td><strong>2</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

**Full-time Faculty Hires**

![Graph showing full-time faculty hires from 2003-2004 to 2013-2014]
2. San José • Evergreen Community College District Full-Time Faculty Obligation 2003-2013

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty Obligation</td>
<td>265</td>
<td>260</td>
<td>240</td>
<td>237</td>
<td>236</td>
<td>237</td>
<td>237</td>
<td>234</td>
<td>234</td>
<td>215</td>
<td>208</td>
</tr>
<tr>
<td>Full-time Faculty Actual</td>
<td>265</td>
<td>261.20</td>
<td>255.00</td>
<td>256</td>
<td>240.00</td>
<td>248.00</td>
<td>248</td>
<td>234.65</td>
<td>239.25</td>
<td>232</td>
<td>229.70</td>
</tr>
<tr>
<td>Full-time Faculty Actual%</td>
<td>72.6%</td>
<td>71.3%</td>
<td>67.5%</td>
<td>63.8%</td>
<td>64.5%</td>
<td>59.1%</td>
<td>58.5%</td>
<td>58.4%</td>
<td>61.5%</td>
<td>57.5%</td>
<td>56.4%</td>
</tr>
<tr>
<td>Part-time Faculty Actual%</td>
<td>27.4%</td>
<td>28.7%</td>
<td>32.5%</td>
<td>36.2%</td>
<td>35.5%</td>
<td>40.9%</td>
<td>41.5%</td>
<td>41.6%</td>
<td>38.5%</td>
<td>42.5%</td>
<td>43.6%</td>
</tr>
<tr>
<td>Full-time/Part-time Ratio</td>
<td>72.6%/27.4%</td>
<td>71.3%/28.7%</td>
<td>67.5%/32.5%</td>
<td>63.8%/36.2%</td>
<td>64.5%/35.5%</td>
<td>59.1%/40.9%</td>
<td>58.5%/41.5%</td>
<td>58.4%/41.6%</td>
<td>61.5%/38.5%</td>
<td>57.5%/42.5%</td>
<td>56.4%/43.6%</td>
</tr>
</tbody>
</table>

* Source: California Community Colleges Chancellor’s Office - Full-Time Faculty Obligation Report 2003-2013
5. San José · Evergreen Community College District 50 Percent Law Compliance

<table>
<thead>
<tr>
<th>Year</th>
<th>Instructor's Salaries</th>
<th>Current Expenses of Education</th>
<th>Percentage of Instructors' Salaries to Current Expense of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>32,407,016</td>
<td>60,679,166</td>
<td>53.41%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>33,038,574</td>
<td>62,166,239</td>
<td>53.15%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>33,850,164</td>
<td>65,145,556</td>
<td>52.11%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>36,242,585</td>
<td>71,700,454</td>
<td>50.55%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>41,728,863</td>
<td>78,327,841</td>
<td>53.27%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>42,032,019</td>
<td>78,605,136</td>
<td>53.47%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>40,456,270</td>
<td>73,573,761</td>
<td>54.99%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>38,252,460</td>
<td>72,305,167</td>
<td>52.90%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>38,424,650</td>
<td>70,953,312</td>
<td>54.15%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>37,842,053</td>
<td>68,360,627</td>
<td>55.36%</td>
</tr>
</tbody>
</table>

* Source: California Community Colleges Chancellor's Office - Annual Financial & Budget Report (CCFS-311) 2003-2013

5.1 Education Code 84362 refer to as the “50 Percent Law” requires “there shall be expended each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district’s current expense of education.”

5.2 Throughout the system many institutions struggle to meet and/or maintain that financial requirement for education for direct support to the payment of salaries of classroom instructors. Currently, we are the second highest in the state.
APPENDICES
APPENDIX I

San José · Evergreen Community College District
Organizational Redesign Survey
Open-ended Response Analysis

As a component of the District Organizational Redesign Survey, staff and faculty were shown organizational charts for each functional unit at the District Office, San José City College, Evergreen Valley College, and Workforce Institute. After each chart, respondents were simply asked to make any comments about the chart in the space provided.

These comments were analyzed separately by location and by grouping the comments into common themes in order to minimize the variation in the responses. The themes were coded in order to keep the analysis objective. The themes were then tested by sampling a percentage of the comments and coding them with using the coding schematic described above. The themes were modified to allow for clarity and the codes reapplied. After all comments had been coded, a frequency table was generated to see which themes received the most comments. What follows are the results of this qualitative analysis.

1. San Jose City College (736 responses)

- Support for plan or no comment
- Clarification needed
- No new administrators

<table>
<thead>
<tr>
<th>Theme</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for plan or no comment</td>
<td>302</td>
<td>41.03%</td>
</tr>
<tr>
<td>Clarification needed</td>
<td>91</td>
<td>12.36%</td>
</tr>
<tr>
<td>No new administrators</td>
<td>76</td>
<td>10.33%</td>
</tr>
<tr>
<td>Objection to Dean of Research, Planning, and Development</td>
<td>17</td>
<td>2.31%</td>
</tr>
<tr>
<td>Opposition to/suggestions for School of Business</td>
<td>10</td>
<td>1.36%</td>
</tr>
<tr>
<td>Questions about Learning Resource Center; confusion about ESL, tutoring, Distance Ed, Umoja, Puente, METAS</td>
<td>25</td>
<td>3.40%</td>
</tr>
<tr>
<td>Opposition to Dean of Kinesiology</td>
<td>9</td>
<td>1.22%</td>
</tr>
<tr>
<td>Hire more faculty</td>
<td>59</td>
<td>8.02%</td>
</tr>
<tr>
<td>Suggestions for/support for Journalism, Humanities</td>
<td>11</td>
<td>1.49%</td>
</tr>
<tr>
<td>General suggestions for various academic departments</td>
<td>42</td>
<td>5.71%</td>
</tr>
<tr>
<td>VP of Administrative Services, unclear about role, repurposing, accountabilities, and where a grant writer will go</td>
<td>13</td>
<td>1.77%</td>
</tr>
</tbody>
</table>
Reprographics, support for. Don’t decentralize, keep graphic artist 16 2.17%
Support for hiring more facilities, grounds, maintenance, police, custodial personnel 17 2.31%
Student Affairs; lack of understanding of charts, enrollment services, support for hiring more classified staff throughout Student Affairs areas 23 3.13%
Don’t add a webmaster/don’t add a community relations person 17 2.31%
Basic disapproval of plan 8 1.09%

2. Evergreen Valley College (578 responses)
• Support for plan or no comment
• Clarification needed
• Hire more classified staff

<table>
<thead>
<tr>
<th>Theme</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for plan or no comment</td>
<td>447</td>
<td>77.34%</td>
</tr>
<tr>
<td>Clarification needed</td>
<td>20</td>
<td>3.46%</td>
</tr>
<tr>
<td>Hire more classified/increase FTE proposed</td>
<td>21</td>
<td>3.63%</td>
</tr>
<tr>
<td>Questions/suggestions about support programs (Enlace, etc.)</td>
<td>5</td>
<td>0.87%</td>
</tr>
<tr>
<td>No new positions are necessary</td>
<td>17</td>
<td>2.94%</td>
</tr>
<tr>
<td>Support for hiring more grounds, maintenance, police personnel</td>
<td>15</td>
<td>2.60%</td>
</tr>
<tr>
<td>Suggestions about what to do with various academic programs</td>
<td>10</td>
<td>1.73%</td>
</tr>
<tr>
<td>Questions about Dean for Distance Ed, questions about Library, Technology</td>
<td>9</td>
<td>1.56%</td>
</tr>
<tr>
<td>Hire more faculty</td>
<td>9</td>
<td>1.56%</td>
</tr>
<tr>
<td>Clarification about CTSS proposals</td>
<td>9</td>
<td>1.56%</td>
</tr>
<tr>
<td>Too many administrators</td>
<td>5</td>
<td>0.87%</td>
</tr>
<tr>
<td>Centralize police</td>
<td>5</td>
<td>0.87%</td>
</tr>
<tr>
<td>Don’t centralize police</td>
<td>1</td>
<td>0.17%</td>
</tr>
<tr>
<td>Questions about proposal for Administrative Services</td>
<td>3</td>
<td>0.52%</td>
</tr>
<tr>
<td>Support for improving technology infrastructure</td>
<td>2</td>
<td>0.35%</td>
</tr>
</tbody>
</table>
3. Chancellor’s Office (163 comments)

- Support for plan or no opinion
- Combine positions
- Clarification of chart and/or positions

<table>
<thead>
<tr>
<th>Theme</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for plan or no opinion</td>
<td>38</td>
<td>23.71%</td>
</tr>
<tr>
<td>Titles/chart unclear</td>
<td>19</td>
<td>11.59%</td>
</tr>
<tr>
<td>Too many Vice Chancellors</td>
<td>17</td>
<td>10.37%</td>
</tr>
<tr>
<td>Let PIO be the staff writer and gov’t relations person</td>
<td>16</td>
<td>9.76%</td>
</tr>
<tr>
<td>Chancellor doesn’t need graphic designer/don’t move from SJCC</td>
<td>13</td>
<td>7.93%</td>
</tr>
<tr>
<td>No support for plan/negative comments/fear of the past</td>
<td>12</td>
<td>7.32%</td>
</tr>
<tr>
<td>Don’t change anything/no new positions</td>
<td>8</td>
<td>4.88%</td>
</tr>
<tr>
<td>Clarify IESS title/VC position or what?</td>
<td>6</td>
<td>3.66%</td>
</tr>
<tr>
<td>Not sure how this supports student success</td>
<td>5</td>
<td>3.05%</td>
</tr>
<tr>
<td>Support for CISO position</td>
<td>4</td>
<td>2.44%</td>
</tr>
<tr>
<td>Communications &amp; gov’t relations not needed</td>
<td>3</td>
<td>1.83%</td>
</tr>
<tr>
<td>Let the chancellor do this work</td>
<td>3</td>
<td>1.83%</td>
</tr>
<tr>
<td>Let the people currently in these positions do the work</td>
<td>3</td>
<td>1.83%</td>
</tr>
<tr>
<td>Support for PIO/Gov’t relations positions</td>
<td>3</td>
<td>1.83%</td>
</tr>
<tr>
<td>Don’t promote current staff</td>
<td>2</td>
<td>1.22%</td>
</tr>
<tr>
<td>Work not needed at the district level/decentralize</td>
<td>2</td>
<td>1.22%</td>
</tr>
<tr>
<td>Hire more faculty</td>
<td>2</td>
<td>1.22%</td>
</tr>
<tr>
<td>Combine positions</td>
<td>2</td>
<td>1.22%</td>
</tr>
<tr>
<td>Share PIO with Campuses</td>
<td>2</td>
<td>1.22%</td>
</tr>
<tr>
<td>Funding concerns</td>
<td>2</td>
<td>1.22%</td>
</tr>
<tr>
<td>Need a different Vice Chancellor (i.e., VCAA)</td>
<td>1</td>
<td>0.61%</td>
</tr>
<tr>
<td>Support for graphic designer for chancellor</td>
<td>1</td>
<td>0.61%</td>
</tr>
</tbody>
</table>

4. Research Institutional Effectiveness Office (145 comments)

- Too many new positions proposed
- Support for plan or no opinion
- Clarification of charts and/or positions

<table>
<thead>
<tr>
<th>Theme</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too many new positions proposed</td>
<td>26</td>
<td>17.93%</td>
</tr>
<tr>
<td>Support for plan or no opinion</td>
<td>33</td>
<td>22.75%</td>
</tr>
<tr>
<td>Chart is unclear</td>
<td>23</td>
<td>15.86%</td>
</tr>
<tr>
<td>Too many vice chancellors</td>
<td>14</td>
<td>9.66%</td>
</tr>
</tbody>
</table>
### Too many administrators
12 8.28%

### Proposed charts are good/supports student success
7 4.83%

### Concerned it will look like the past/have a need for help on campuses/not fair/no salary increases for staff
6 4.14%

### Campus research analysts are needed/more research analysts needed
5 3.45%

### Proposed chart does not support student success
5 3.45%

### Concerned how it will be funded
3 2.07%

### Vice chancellor is needed (positive)
3 2.07%

### Change director positions to supervisors
3 2.07%

### More staff is needed (positive)
2 1.38%

### Concerned about centralization/disempowering presidents
1 0.69%

### Opposed to promoting current staff
1 0.69%

### Need more faculty positions
1 0.69%

<table>
<thead>
<tr>
<th>Theme</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for plan or no opinion</td>
<td>25</td>
<td>43.8%</td>
</tr>
<tr>
<td>Do not agree/HR to be considered for outsourcing/No (too many) new positions</td>
<td>9</td>
<td>15.8%</td>
</tr>
<tr>
<td>Do not understand/know HR field</td>
<td>9</td>
<td>15.8%</td>
</tr>
<tr>
<td>Do not need an HR Analyst - Investigation and Training position.</td>
<td>4</td>
<td>7.0%</td>
</tr>
<tr>
<td>Missing guiding principles from the operation/First thing is to help faculty/Hiring process is cumbersome, lose applicants.</td>
<td>3</td>
<td>5.3%</td>
</tr>
<tr>
<td>HR people to answer their phones/poor phone etiquette</td>
<td>2</td>
<td>3.5%</td>
</tr>
<tr>
<td>Too top-heavy/Fewer administrators and more classified please</td>
<td>2</td>
<td>3.5%</td>
</tr>
<tr>
<td>Analyst positions not needed, but need technician positions.</td>
<td>1</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

5. **Human Resources (55 responses)**

- Support for the plan or no opinion
- Don't understand HR
- Don't agree with plan
The proposed chart does not fix the broken HR dept. | 1 | 1.8%
---|---|---
We cut back and now see the need to add back. It may require more personnel in this area. | 1 | 1.8%

6. **Administrative Services (51 comments)**

- Don’t add staff or change titles
- Clarification of chart and/or positions
- Support for plan or no opinion

<table>
<thead>
<tr>
<th>Theme</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Associate Vice Chancellor needed</td>
<td>7</td>
<td>13.21%</td>
</tr>
<tr>
<td>No Risk Manager position needed</td>
<td>7</td>
<td>13.21%</td>
</tr>
<tr>
<td>Support for plan or no opinion</td>
<td>7</td>
<td>13.21%</td>
</tr>
<tr>
<td>Charts/Title are unclear</td>
<td>5</td>
<td>9.43%</td>
</tr>
<tr>
<td>Unclear why Admin Assistant and Exec Secretary are needed together</td>
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<tr>
<td>Support for Police positions</td>
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<tr>
<td>Put more police on campuses</td>
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<td>No new police positions needed/criticism of police</td>
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</tr>
<tr>
<td>No new positions are needed</td>
<td>3</td>
<td>5.66%</td>
</tr>
<tr>
<td>Don’t decentralize reprographics</td>
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<td>3.77%</td>
</tr>
<tr>
<td>Combine some of the job functions</td>
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<tr>
<td>No full time Facilities Manager needed</td>
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<tr>
<td>No need to repurpose current positions/people</td>
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<tr>
<td>No more Vice Chancellors</td>
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<tr>
<td>Decentralize maintenance</td>
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7. **Information Technology Support & Services (70 comments)**

- Support for plan or no opinion
- No new positions
- Suggestions on specific positions

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<tr>
<td>No new positions needed</td>
<td>13</td>
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<tr>
<td>No Network engineer; BYOD/ SharePoint designer needed</td>
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<td>8.57%</td>
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<tr>
<td>Titles/chart unclear</td>
<td>5</td>
<td>7.14%</td>
</tr>
<tr>
<td>Feedback/advise about technology</td>
<td>4</td>
<td>5.71%</td>
</tr>
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</table>
Web master needed/Moodle support & 4 & 5.71% 
Too many new positions proposed & 3 & 4.29% 
Faculty need IT support & 3 & 4.29% 
Increase staff in help desk & 2 & 2.86% 
Support for more staff in ITSS & 2 & 2.86% 
Support for centralizing IT & 2 & 2.86% 
Negative feedback about ITSS or CTSS & 1 & 1.43% 
Funding concerns & 1 & 1.43% 
Don't centralize IT & 1 & 1.43% 
Distance education position is needed/Moodle support needed & 1 & 1.43% 
Support for CISO Vice Chancellor position & 1 & 1.43%

8. **Campus Technology Support Services (52 comments)**
- Support for plan or no comment
- Clarification of charts and/or positions
- No new vice chancellors

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<tr>
<td>No new vice chancellors</td>
<td>3</td>
<td>5.77%</td>
</tr>
<tr>
<td>Too many management positions proposed</td>
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<td>5.77%</td>
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<tr>
<td>Support for centralizing IT</td>
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<td>5.77%</td>
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<tr>
<td>More IT staff needed at the campuses</td>
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<td>Don't centralize IT</td>
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<tr>
<td>No new positions needed</td>
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<td>1.92%</td>
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<tr>
<td>Negative</td>
<td>1</td>
<td>1.92%</td>
</tr>
<tr>
<td>Feedback/advise about technology</td>
<td>1</td>
<td>1.92%</td>
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<tr>
<td>More helpdesk staff needed</td>
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<tr>
<td>Support for CISO Vice Chancellor position</td>
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<td>1.92%</td>
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9. Reprographics (46 comments)

- Support for plan or no opinion
- Clarification of charts and/or positions
- Support for reprographics staff and/or work ethic of repro

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<td>Titles/Chart Unclear</td>
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<td>Support/praise for repro staff</td>
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<td>Don’t change anything</td>
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<td>Repro needs more staff</td>
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<tr>
<td>Keep Repro under ITSS/Centralize Repro</td>
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</tr>
<tr>
<td>Don't take repro positions away from colleges</td>
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<tr>
<td>Leave graphic designer at SJCC</td>
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<tr>
<td>Outsource reprographics</td>
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<td>2.17%</td>
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10. Workforce Institute (54 comments)

- Support for plan or no comment
- Clarification of role of WI
- Too many administrators

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<tr>
<td>Support for plan or no comment</td>
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<td>40%</td>
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<tr>
<td>Don’t really understand the Workforce Institute’s role</td>
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<td>15%</td>
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<td>Too many administrators (no new faculty)</td>
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<td>11%</td>
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<tr>
<td>Need clarification on Dean positions</td>
<td>5</td>
<td>10%</td>
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<tr>
<td>Don’t really understand how Workforce Institute is funded</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>I disagree with the Deans’ positions</td>
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<td>4%</td>
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<tr>
<td>Get rid of all vice chancellor positions - more deans and faculty positions.</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Too many staff in general</td>
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<td>2%</td>
</tr>
<tr>
<td>Foundation combined with WI</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Survey Question</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Do not approve position of Foundation Program Assistant</td>
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<td>2%</td>
</tr>
<tr>
<td>Do not agree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Don’t know why there is a need for an Executive Assistant.</td>
<td>1</td>
<td>2%</td>
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<tr>
<td>Where will the money come from to fund these positions?</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>What is the present layout and how does it differ from this one?</td>
<td>1</td>
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APPENDIX II

Faculty Hiring Process

1. College Process: San Jose City College

1.1 Development of Faculty Hiring Priorities List

President initiates a request to the Academic Senate to submit its request for a certain number of faculty positions, in ranked order, along with a sound rationale for these particular hires. Included in this request is the criteria by which rankings are based; in particular, how requests for the non-instructional positions (e.g., counseling, librarians, student services) as well as how requests from the CTE areas will be considered. Weighted criteria should be clearly based in each of the following areas when making ranked lists for faculty hires:

- Engagement in SLO Assessment/Program Review
- College/Student Need
- Student Success Current FT Faculty

Additional consideration is to be given to the following factors when establishing hiring priorities: retirees, mandatory hires, emerging occupations, instructional/non-instructional positions, vacancies, and student success/basic skills initiatives.

1.2 Academic Senate Criteria for Considering New Positions:

The Academic Senate approved the following list of criteria that was informally used in 2013 as guidelines for faculty hiring priority list that was submitted to the President.

Faculty Hiring Criteria / Fall 2013

- Engagement in SLO Assessment/Program Review
- College/Student Need for Growth (wait lists, etc.)
- Student Success
- Number of Current FT Faculty

Consideration for the following factors when establishing our hiring priorities:

- vacancies due to retirement
- mandatory hires
- emerging occupations
- particular needs of non-instructional positions
- vacancies
- student success/basic skills initiatives
- diversity within departments (gender and/or ethnicity)

Academic Senate (1) heard short, 3 min. presentations related to new faculty hires,
(2) reviewed all vetted annual and comprehensive program reviews related to the request, and
(3) reviewed a one paragraph request and rationale for the position.

The Senate intends to have a formalized faculty hire rubric finished by Fall 2014.
2. College Process: Evergreen Valley College

2.1 Faculty Hiring Criteria

After input from the participatory governance process, the following factors are considered for final position determinations:

- Relevance to current and future student profile/needs
- Alignment with Integrated Plan Initiatives and Commitments to Action
  - Student Centered
  - Community Engagement
  - Organizational Transformation
- Enrollment patterns of discipline and/or program courses
- Currency of curriculum
- Ratio of full to part time faculty
- Program Reviews
- Institutional initiative(s)
- Institutional or professional program accreditation

2.2 Faculty Position Priority Determination

President informs Academic Senate President and Vice Presidents to begin discussion with their respective groups for faculty hiring for the following academic year.

Division-level discussions are led by the area dean (Academic and Student Affairs) with faculty/staff in each division.

Factors considered include:

- Current and future student profile and needs
- Enrollment patterns of discipline and/or program courses; college-wide enrollment patterns
- Currency of curriculum
- Full-time to part-time ratio
- Program reviews
- New mandates from the State, if any
- Alignment with college initiatives

Discussions occur amongst the Deans. Academic Senate representatives have discussion at Academic Senate meetings.
Deans forward a recommendation to the Vice President of Academic Affairs. On behalf of the Deans, Vice President of Academic Affairs forwards recommendation to the College President.

On behalf of the Academic Senate, the President of the Academic Senate forwards a recommendation to the College President.

President takes both recommendations to the College Council for discussion. College Council makes a recommendation to the College President.

President reviews recommendations based on the following factors and makes a decision.

- Budget
- Sufficient funding to hire faculty
- Full-time to part-time ratio
- Needs of the campus
- Accreditation
- Enrollment and student patterns and demands

President announces decision to the college community.