Academic Deans' Handbook

Ohlone College

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INTRODUCTION

Being an Academic Dean at Ohlone College is multi-faceted. As an Academic Dean you will interact with many different people on a daily basis. As an Academic Dean you have to be a negotiator/mediator/spokesperson/counselor between faculty and students, between faculty and administration, between faculty and faculty, faculty and staff, staff and staff, staff and students, between parents and faculty. You have to understand the curriculum and loading of contracts for each of your departments and faculty; you have to understand the budgets not only for each department but the budgets from different funding sources such as fund 10, 20, 21—and the various codes under each of these funds; you have to be an expert in scheduling and Colleague; you have to know the California Education Code and Title 5 regulations, and you have to know TOP Codes, SAM codes, SOC codes, FON, FTES, FTEF, WSCH, XEMGT, Petitions and Waivers, Study Abroad operations, contracts, loading, the hiring process for adjuncts as well as full-time, which include PAFs, minimum qualifications and so on—too much to list here.

Some, if not most, of each of these areas will be covered in this handbook, but much of it you will "learn-as-you-go." The current contract year (2016-2017) for academic deans is 365 days a year; you do not have a spring break; you do not have a summer break—you work those days, and you often work late nights and weekends. The purpose of this handbook, though, is to give you a guide to help you through your first year of the exciting and rewarding life of being an Academic Dean at Ohlone College— this is a very generalized guide because each Academic Dean has his/her own unique disciplines that require specialized knowledge and handling. You will rely on your administrative assistants; they are experts and are a wealth of information! During your first year you will be assigned a mentor. Ask the Vice President of Academic Affairs on who you will be teamed up with.

Finally, in addition to being an administrator and manager, Academic Deans are also looked upon for academic leadership at the college by both the executive staff and by faculty. The sections of this handbook on Curriculum, Program Review, Student Learning Outcomes and Assessment, and eCampus Oversight cover the Academic Dean's role in these important academic responsibilities. The Job Description of an Academic Dean in the handbook gives a comprehensive list of responsibilities and duties, and shows how important it is for Academic Deans to be able to handle the roles of leadership, administration, and management. You'll want to read the United Faculty of Ohlone (UFO), California State Employees Association (CSEA), and Service Employees International Union (SEIU) contracts. These are available on the Ohlone Human Resources web page. Be sure also to read the Faculty Handbook, which is available on the Academic Affairs website. It has a wealth of information about the campus, faculty obligations, the mailroom, etc.

STAFF LISTINGS

As Academic Dean, you will need to know as many of the employees at Ohlone as possible. They are your support team and can assist with the numerous process functions and problem solving activities. You will need all of them at one time or another. The names may change often, depending on retirements, so keep updated on the changes. Ohlone employees work together for the success of our students.

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JOB DESCRIPTION OF AN ACADEMIC DEAN

Each Division is different but there are many of the duties of an Academic Dean that are common across all. Here is the current list of duties based on the Spring 2015 classification study for job positions recently conducted by Human Resources.

BASIC FUNCTION

Under the direction of the Vice President-Academic Affairs, plan, organize and direct faculty, students and the College community with regards to programs and services within an assigned Division at an assigned College campus site; provide curriculum development support to faculty; generate assignments for the semester schedule; advocate for resources to support departmental programs; supervise and evaluate the performance of assigned personnel.

REPRESENTATIVE DUTIES

ESSENTIAL DUTIES

Plan, organize and direct an assigned academic Division or an assigned College campus site; assure the effective implementation of instructional activities in accordance with College policies and procedures; oversee department and grant budgets; facilitate communication between staff, faculty and students; distribute and process faculty evaluation surveys as assigned; plan and manage department events, activities and functions as required.

Provide curriculum development support to faculty; implement learning college model to support teaching innovation; provide support to the assessment of Student Learning Outcomes (SLO); research, develop and review courses; improve database functions and input data as required; communicate with administrators and faculty to resolve issues and concerns; assure quality of instructional programs.

Generate assignments for the semester schedule; balance course offerings and assignments; analyze faculty loads; locate and assign classrooms using an appropriate database; manage student enrollment in accordance with College policies and procedures; communicate with faculty to assure implementation of enrollment goals and priorities; cancel classes that do not meet enrollment criteria.

Oversee the operations of an assigned tutoring or learning center as assigned by the position; provide leadership for academic, administrative, programmatic and fiscal activities related to program delivery; assure the quality and effectiveness of center operations and programs.

Advocate for resources to support departmental programs; communicate with administrators to discuss needs and opportunities; review, analyze and document needs; assist with budget development; assure the availability of Division resources for appropriate staff; serve as liaison between department and administrators and outside agencies.

Respond to inquiries, concerns and issues from faculty and students; forward issues to appropriate departments including Human Resources and Student Services; formulate solutions in conjunction with appropriate personnel; authorize and process professional development and field trip requests, student petitions, waivers and other documents and requests as required; resolve issues and conflicts, and provide detailed and technical information concerning Division programs, departments, services, curriculum, courses and related standards, requirements, practices, schedules, strategies, plans, goals, objectives, laws, codes, regulations, policies and procedures.

Conduct, distribute and assess placement tests for Deaf and Hard of Hearing students and students with disabilities as assigned by the position.

Review professional development requests; determine availability of funds; confirm applicability of development opportunities to staff responsibilities; assure the accuracy of data and information; authorize and forward requests as appropriate; lead faculty workshops for training and professional development.

Prepare Basic Skills reports as assigned by the position; monitor allocations; communicate with program coordinators; review professional development and curricular innovations and opportunities; provide support to academic deans regarding Basic Skills courses and services including tutoring.

Maintain current knowledge of educational trends, innovations and practices, and local, State and federal programs, laws, codes, regulations and pending legislature related to Division departments, programs and activities; modify programs, instructional activities, policies and procedures to meet State and federal requirements as needed.

Supervise and evaluate the performance of assigned faculty and classified staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; monitor vacation balances and work with staff to schedule use of vacation time (Academic Deans can view vacation balances in the network folder: \\ohlone1\Departments\Ohlone Managers and Supervisors\Leave Bal Reports); coordinate faculty and staff work assignments and schedules, and review work to assure compliance with established standards, requirements and procedures.

Plan, organize and implement long and short-term programs and activities designed to develop assigned programs and services.

Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to personnel and assigned activities.

Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information; read and respond to emails as appropriate; serve as Division liaison for universities, government entities and other outside organizations.

Develop and prepare the annual preliminary budget for the Division; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations; manage and disburse grant funds and programs; respond to grant requests as required.

Operate a computer, appropriate software programs and standard office equipment as assigned.

Attend and conduct various meetings as assigned; attend and participate in various advisory boards and committees; prepare and deliver oral presentations concerning Division programs, courses, services, needs and issues.

OTHER DUTIES
Perform related duties as assigned.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:
- Operational characteristics, services and activities of an instructional program.
- Innovative techniques to improve teaching and learning.
- Enrollment management tools and data.
- Student learning outcomes and assessment activities at program and course levels.
- Principles and practices of instructional program development and administration.
- Methods and terminology of an assigned area of expertise.
- Current trends, research and development in assigned discipline.
- Community college accreditation standards.
- Course management software and assigned databases.
- Curriculum policies and procedures.
- Union contracts.
- Title 5 regulations.
- Budget preparation and control.
- Oral and written communication skills.
- Principles and practices of administration, supervision and training.
- Applicable laws, codes, regulations, policies and procedures including the Education Code.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.

ABILITY TO:
- Provide support and assistance to faculty, students and the College community with regards to programs and services within an assigned Division or at an assigned College campus site.
- Plan, organize and direct an assigned academic Division.
- Provide curriculum development support to faculty.

- Generate assignments for the semester schedule.
- Oversee the operations of an assigned tutoring or learning center as assigned by the position.
- Advocate for resources to support departmental programs.
- Analyze and evaluate programs, policies and operational needs.
- Supervise and evaluate the performance of assigned staff.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others, acting with cultural sensitivity and respect for the diversity of the Ohlone community.
- Operate a computer, assigned office equipment and assigned software.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Work independently with little direction.
- Plan and organize work.
- Prepare comprehensive narrative and statistical reports.
- Direct the maintenance of a variety of reports, records and files related to assigned activities.

EDUCATION AND EXPERIENCE

Any combination equivalent to: master's degree in an assigned discipline and five years increasingly responsible experience teaching at an institution of higher education.

WORKING CONDITIONS

ENVIRONMENT:

- Office environment.
- Constant interruptions.

PHYSICAL DEMANDS:

- Sitting for extended periods of time.
- The ability to move between campuses and campus locations.

ACADEMIC LEADERSHIP BY DEANS

COMMUNICATION PATHS

The VP needs to know…

Faculty Issues

- Health & safety issues, especially those that could impact students
- Behavior that may impact college negatively
- Change in full-time faculty member's status (reduce load request, retirement, resignation, medical leave)
- Equivalencies
- Full-time hiring request(s)
- Potential issues with faculty evaluations
- Memoranda of Understanding (MOU) with individual faculty members. Also referred to as Scope of Work.
- Temporary replacement(s)
- Proposed contract changes

The Schedule

- Changes or issues that impact instructional quality
- Changes that impact overall course offerings
- Changes that impact Full-Time Equivalent Students (FTES)
- Load issues
- Personnel changes

Fiscal Issues Beyond Routine Budget Responsibilities

- Emergency transactions
- Changes in approved purchases
- Shortfall
- Donations
- Fundraising
- Contracts
- Theft
- Anything really unusual

Student Issues

- Irresolvable complaints about faculty
- Irresolvable group complaints about faculty
- Behavior/conduct problems including threating, hurtful, or discriminatory emails

Facilities Issues

- If it is an emergency, report it to Campus Police - then tell the VP
- Room problems should be reported to facilities - copy or call the VP
- As we continue to plan for new facilities, the VP needs to be in the discussion to provide a common instructional perspective

Staff Issues

- Potential union grievance
- Change in status of a staff person (change of hours, transfers, resignations, retirements)
- Hiring (plans, cc on hires)
- Evaluations go through Human Resources, but please report any big issues to the VP
- Politically Sensitive Issues
- If the President contacts you directly
- If a board member contacts you directly

External Issues

- Grants
- Donations
- Partnerships
- Community issues, complaints
- Other colleges

Press Issues

- Any incident or problem that you think might hit the press
- Copy the VP on promotional issues that appear in the press about your programs/areas

When You Need Help

- You are unable to carry out your responsibilities
- You need to be absent
- You need a sounding board
- You have an issue with policy implications
- You really don't know what to do

From the VP – The Academic Dean Needs To Know…..

- Any issue or change that arose from your division
- Any issues or changes being considered that may impact your area (collaboration)
- Any issue about your personnel, rooms, or budget
- Issues that come to the VP from the President, other VPs, or faculty
- Issues that are coming that may impact the college

CURRICULUM

Although the District relies primarily on faculty for both curriculum and program development, the Board of Trustees ultimately approves all new courses and programs and all substantive changes in courses and programs. Administrative approval through to the President must be completed before Board action. Academic Deans need to be active in working with faculty on course and program development and revision. You need to be skilled users of the CurricUNET Course Approval and Review Module in order to review and approve courses and programs that faculty create or revise in CurricUNET. When reviewing courses, you will sometimes need to make suggestions before you approve the course, such as confirming all the prerequisites included. Therefore, you will need to become familiar with all the courses in your division.

You also need to be active in supporting the work of the Curriculum Committee, General Education Committee, Student Learning Outcomes and Assessment Committee, and Distance Education Committee.

PROGRAM REVIEW

Although we want to encourage faculty and staff involvement in the Program and Services Review process, it is ultimately the responsibility of the Academic Deans and respective Vice Presidents to ensure the reviews are done properly and are updated according to the program review three-year cycle and annually for Program Improvement Objectives (PIO). You must approve all Program and Services Review updates; thus, you need to be knowledgeable of all the reviews in your Division. You should become a skilled user of the CurricUNET Program Review Module. You play an important role in assisting faculty and staff in the review process, especially in the development of Program Improvement Objectives (PIO) and work on Student Learning Outcomes (SLO) and Assessment.

NOTE: All Career Technical Education (CTE) programs designated by the college/state must go through a comprehensive program review every two years. Furthermore, the advisory committee's associated with those CTE program must be meet annually to discuss industry trends and program curriculum. The committee membership must also be confirmed and sent to the VP of Academic Affairs.

For instructional program review the following questions can guide the assessment of the review:

<u>Program Description and Scope</u>
Is there a thoughtful and complete description of the program and its scope?
<u>Note</u>: The narrative in this section can vary depending on the general writing ability of the Originator(s), so the analysis is not so much on the writing style but on the content.

<u>Program SLOs & Assessment</u>
Are the Program SLOs focused on what students will learn?
Is there an assessment plan?

Has there been assessment activity?

PSLO Matrix
Are the Introduced (I), Practiced (P), and Mastery (M) designations appropriate?
Are there courses that show mastery of most or all of the program SLOs?
Note: Courses showing mastery of all program SLOs can be capstone courses where program and course assessment can be blended.

Course SLO & Assessment – Review Course Assessment in a Box and link to Program SLO's
Is there evidence that course assessment is taking place and being documented either in the module, or as an attachment to the module, or some other strategy for documentation?

Student Achievement and Analysis
Have student achievement data been cited?
Has there been thoughtful analysis of the data?

Program Improvement Objectives
Is there at least one PIO?
Are the PIOs stated properly, focusing on the "what" of the improvement rather than on the "how" of the improvement?
Note: The "how" of the improvement should be in the Action Plan section.
Is there an Action Plan for each PIO with adequate detail on resources needed?
Is there evidence of a plan to assess each PIO?
Has there been assessment activity?
Has there been an outside review process?

STUDENT LEARNING OUTCOMES AND ASSESSMENT

Academic Deans are required to be actively involved with faculty efforts to meet accreditation standards related to Student Learning Outcomes and Assessment at both the program and course levels. Further, this is a vital process of professional critical thinking about teaching and learning, the effectiveness of courses, and the implementation of continuous improvements. You need to be knowledgeable about the SLO assessment process in order to provide direction and support to faculty. This includes active participation as members of the Student Learning Outcomes and Assessment Committee (SLOAC).

eCAMPUS OVERSIGHT

Academic Deans are responsible for academic oversight of distance learning and hybrid courses offered within their Divisions, just as with traditional classroom-based courses. In addition, Federal and State regulations and Accreditation standards have special compliance requirements for distance education and hybrid course delivery, separate from traditional classroom based courses, and Academic Deans must be actively involved in assuring these standards are met. If you have questions, the Academic Dean with responsibility for oversight of the eCampus and the

Director of Accommodation Services are your best resources.

Distance Learning and Hybrid Classes: Federal, State and Accreditation Compliance Requirements

Federal and State regulations and Accreditation standards have special compliance requirements for distance education and hybrid course delivery, separate from traditional classroom based courses.

Distance education and hybrid classes must demonstrate and document regular and substantive interaction between students and faculty and among students (see AP 4105 Distance Education). The following standards apply to this requirement:

- Documentation of regular and substantive interaction is required.
- External email does not qualify, unless the instructor takes responsibility for recording and archiving external email interactions with students for three (3) years beyond the last day of class. The most effective method is to use internal messaging within the institution's course management system, Canvas, as this is captured and stored by Canvas.
- Frequency of documented interaction (Contact Hours) for distance education and hybrid courses must be the same as an equivalent face-to-face course.
- Substantive interaction includes timely and documented feedback for student work, as well as the "Suggested Methods of Effective Student Engagement" included below.*
- The course syllabus for an online course must meet the same requirements as the syllabi for face-to-face courses. See additional information in the Faculty Handbook.

Instructors of online and/or hybrid course at Ohlone College must be aware of these compliance requirements and ensure their courses meet them. Assistance in understanding and meeting these requirements is available through Academic Deans and the eCampus staff.

*Suggested Methods of Effective Contact and Student Engagement

Regulation requires that there is effective instructor-student contact and student-student engagement in distance education courses. Some suggested methods to achieve are below.

- Welcome Video (captioned) with brief bio;
- Weekly Announcements;
- Blogs;
- Wikis;
- Documented Interaction and Communication (stored and easily retrievable if requested);
- Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded, broadcasted, etc.) that when combined with other course materials, creates the "virtual equivalent" of the face to face class;
- Threaded discussion forums with appropriate instructor participation.

COLLEAGUE AND OTHER APPLICATIONS

In your role as Academic Dean, you will be using computer applications as a part of your work. In this section, we introduce you to the applications that you will be using regularly to carry out the responsibilities detailed in other sections of this handbook.

All of the applications can be accessed through the Applications Jump Page (http://webapps.admin.ohlone.edu:8012/). The Jump Page is only available when you are connected to the admin network (directly or via VPN). For connection assistance, contact the ITS Helpdesk through the College website.

Your **primary login** is for your college computer. When you use your college computer, and it is connected to the admin network, you are automatically connected to your email and able to connect to the applications listed below. The username and password for your primary login is also used to access your college email via the web (https://email.ohlone.edu) as well as for your network login for **VPN**. You need to use VPN to access any of the applications below if you are not connected to the admin network.

Colleague is the software application program that is used by Ohlone College (and several other colleges for that matter) for all enterprise software applications, whether it is Human Resources, Admissions and Records, Payroll, Scheduling, etc.—it is used by all. You, as Academic Dean, will need to learn and use particular screens—some screens, all Academic Deans use, and others may be more specific to your areas. The most common screens you will need to use and learn are:

STAC: individual student record
STSC: student schedule
RSTR: class roster
SROS: class roster
XSRR: registration readiness dashboard

NAE: name, address, etc.
VAVR: room availability at specific times
CSPU: detailed schedule for a specific room
XERD: enrollment report

There are several Colleague manuals that will help you learn the various screens you need to use. Go to Colleague training, and consult with your administrative assistant often because she/he is an expert on Colleague. As you become more comfortable using Colleague, you may learn more screens and try different applications that you have access to, but start slowly.

WebAdvisor is the web interface for information from the Colleague system. Students use WebAdvisor to register for classes and check their schedules. Faculty use WebAdvisor to generate class rosters, communicate with classes via email, and enter grades. All staff use WebAdvisor to view pay advices and check on vacation and sick leave balances.

As an Academic Dean, you will use WebAdvisor in your administrative capacity to approve Web-Time Entry for student workers and approve purchases. You can also use WebAdvisor for quick budget summaries for your area of authority.

Colleague and **WebAdvisor** share a common log-in password.

Canvas is the College's Course Management System. Canvas is available for use with any course to provide an online interface, including the posting of documents, discussion boards, and grading. Canvas is also used as the interface for most Ohlone distance education and hybrid courses.

Informer is reporting software. Various departments, including research and planning, have already developed commonly useful reports that synthesize and present data. Consult with your administrative assistant and your fellow academic deans for help with the most used reports for your area.

One Informer report that has been developed to assist with enrollment management is known as XEMGT.

EMS is the College's event management system. There are two interfaces – one for events, and one for making academic holds for classes. EMS is used in conjunction with Colleague to reserve rooms for scheduling purposes. Your Division Administrative Assistant will be vital in helping with this.

Academic Deans are authorized to issue **parking permits** for visitors such as guest speakers or vendors. Permits of fewer than three days are generated automatically and can be printed or emailed right away. All permits of more than three days are reviewed by Campus Security before approval. The system only allows for requests of up to one month. For permits of longer duration (e.g. a semester), choose a time frame of longer than three days and send an email to Campus Security to indicate the time frame you actually need. Parking permits for faculty are handled separately.

SCHEDULING PROCEDURES

SCHEDULING OF CLASSES

Information on scheduling a class/classroom as of March 2017 is detailed in this handbook. Detailed instructions on section building are included in the Schedule Building Manual provided by the Curriculum and Scheduling Office.

The scheduling of classes is one of the most challenging, yet enjoyable, parts of being an Academic Dean. For many academic deans, a significant role in this process is taken by their Administrative Assistants. A new academic dean should work out with his/her Administrative Assistant (or a continuing academic dean should work out with a new Administrative Assistant) how they will handle the process.

Scheduling classes can sometimes be a “shell game” when finding rooms, times, and faculty to teach the classes. Most of the time, academic deans are working with three (3), yes, three, schedules at a time.

Schedule building begins when the Curriculum and Scheduling office “rolls over” the class schedule from one year to the next. The classes offered in Fall 2017 become Fall 2018; Spring 2018 becomes Spring 2019; Summer 2017 becomes Summer 2018, etc. All classes offered during the previous year are rolled over, with the exception of those classes that were cancelled and Selected Topics (experimental courses numbered 210, 211, 212, etc.). This rollover process happens twice a year. Summer and Fall classes are rolled over two weeks after Census for Fall Semester, and Spring classes are rolled over two weeks after Census for Spring Semester. Since the schedule rolls over from one semester to the next (i.e. fall to fall and spring to spring), many classes do not change times or rooms, but there are always changes for one reason or another. Sometimes it is because the class or classes are only offered every other year or every few years; sometimes it is because there is a need for a different time or room, or sometimes a full-time faculty member wants to change his/her schedule or goes on sabbatical or maternity leave. Also, if you have cancelled a class the previous Fall or Spring Semester and you want to reinstate it for the upcoming Fall or Spring Semester, you will need to rebuild the class and secure a room. In addition, all short-term or year-long classes will roll over with semester-long dates, and the actual dates must be added section by section in the draft of the new semester schedule. Comments may need to be updated to reflect new dates or references to new course sections.

When a room is needed, whether for a new class or a change in time or location for an existing class, the first place to start is with the event management system (EMS) (http://calendar.ohlone.edu/webclient/Login.aspx). Under “Reservations”, choose the “Reservation Wizard.” Under the calendar, click on “Date Pattern,” which allows you to choose the start and end dates for the course and the days the course meets. Once you click “OK,” you can fill in the start and end times for the class. Then to the right of the calendar, you can provide more information regarding location and room type. Click “Next.” You will be given a list of rooms that meet your criteria. Click on the room that you want, click the right arrow to move the room into the right-hand pane, and then Click “Next.” In this final screen, you will be given a chance to put in details of your Academic Hold on this classroom space and the Group to which this hold is assigned. Your Academic Hold will now appear in EMS in yellow, to reflect the hold.

Next, you should check with the appropriate academic dean should there be a priority usage of the room in question. Once you have permission to use the room, you should build the section (if a new course) or revise the existing section with the classroom information in Colleague. Colleague will inform you if there are any room conflicts. Generally, the date/time stamp in EMS will determine who claimed the room first, but Division Offices are encouraged to work together to resolve room conflicts.

Colleague is synced with EMS on a regular basis. After synching, the Academic Hold will be converted to a scheduled course and the color of the course will become red in EMS.

Building a Course in Colleague

You are now ready to actually build--or have your administrative assistant--the class into Colleague. When building a class always refer to the "Scheduling Patterns Using the 50-Minute Hour" document provided by the Curriculum and Scheduling Office. This document has been approved by the Chancellor's Office and details how to compute clock and contact hours. Your administrative assistant has a copy of this document and it is also located in the Schedule Building Manual. After a few semesters of scheduling you will know the times needed for many of your classes, especially those that are 3 and 4 units. Once you have set the schedule, remind faculty that they also need to check the times because sometimes mistakes are made, and the class has been scheduled either for too many minutes or too few minutes. A few typical examples for lecture classes are:

- 3-unit classes that meet three times a week such as MWF need to meet for 1 hour for each class session (60 minutes). This meeting time should be avoided if possible as it results in a loss of apportionment.
- 3-unit classes that meet twice a week such as MW or TTH need to meet for 1 hour 35 minutes each class session (95 minutes).
- 3-unit classes that meet once a week (during the day, a weekend, or at night) need to meet for 3 hours 10 minutes (190 minutes).
- 4-unit classes that meet twice a week such as a MW or TH need to meet for 2 hours 5 minutes each class session (125 minutes).
- 5-unit classes that meet twice a week need to meet for 2 hours 35 minutes each class session (155 minutes).
- 5-unit classes that meet three times a week need to meet for 1 hour 35 minutes each class session (95 minutes).
- 5-unit classes that meet four times a week need to meet for 1 hour 15 minutes each class session (75 minutes).

Classes that meet on days that are affected by holidays will need to have time added in order to meet the total hours as noted on the official Course Outline of Record (COR).

After the entire semester's schedule has been put into Colleague, it's a good idea to print out one copy of the schedule to proof. Double check the times of each class, start/end dates for each class, and make sure each class has the correct amount of time scheduled, the room capacity, the enrollment maximum, and the waitlist number. Once you have made any corrections and these corrections have been input into Colleague, print out a copy to be used as your Master Schedule. The XERD Colleague report is one method that can be used to print updated hard copies of the schedule draft for faculty and others to check for accuracy (you can also generate a PDF of the report to send to faculty via email). At this point you will establish your own method of scheduling the faculty. Full-time faculty have priority to classes, so one method is to print out copies for each of your full-time faculty in each of your departments and send the schedule to each full-time faculty member. Give the faculty about ten days to return their class choices to you and/or your administrative assistant, but you MUST give them a deadline. Ask the faculty to choose the classes that they want and to make any changes in red on the copy that they give back to you or your administrative assistant. If a full-time faculty member suggests a time change for one of their classes, you will have to go into EMS to see if a room is available. If it is, make the change in EMS and then Colleague. As the full-time faculty return their class choices, confirm their choices on your copy of the schedule (Master Schedule) by making a check mark next to the class—that will confirm that the faculty member has selected that class to teach. You might also keep a separate list of your full-time faculty, and when faculty members return their class choices, check off which faculty members have returned their class choices. That way you or your administrative assistant has a list of which faculty members have returned the schedule. Thus, if a faculty member does not get his/her schedule back to you within the time limit, you can email or call him/her, and get it immediately.

Once you have scheduled the entire full-time faculty and made any changes in Colleague, you are ready to offer classes to the adjuncts and schedule them. Print out copies (or generate PDFs) of the updated schedule that has the entire full-time faculty scheduled; then, give each of your adjunct faculty a copy. If you have a department coordinator, he/she may be the person who helps you to schedule all the adjuncts. If you give each adjunct a copy of the schedule, ask the adjuncts to get their class choice/choices back to you within five days, and as they submit their class choices, note the day and time they turn in their class choices on the top of the schedule, so you can give the instructors who turn their choices in their first choices of classes. As you schedule the adjuncts, complete your Master Schedule so you have an updated schedule at all times. Try to give every adjunct at least one of their first or second choices because without good adjuncts your departments will not run smoothly.

Your administrative assistant is your biggest ally when scheduling classes especially during your first few semesters. You will develop your own routine for scheduling classes, but remember you will usually be working on more than one schedule at time—usually three. For example, if it’s Fall Semester, you will be working on it because that semester is in progress; then, you will be working on the next Spring Semester even though the semester has not started, so you may be adding more classes, changing faculty, canceling classes, etc. Then, you will also be working on the schedules for the Summer and Fall Semesters. So sometimes you get confused on which schedule you are working on. One key is to have a Master Copy for each semester, keep copies of all the schedules that faculty have returned to you, and to rely on your administrative assistant and department coordinator.

The Curriculum and Scheduling Office will provide a Class Schedule Production Calendar for each term’s class schedule once the term’s classes are rolled over. This production calendar will include the date when all division offices need to have their schedule input finished in Colleague. After that date the Curriculum and Scheduling Office will begin auditing all of that term’s sections and will contact the Division Office for any problems or questions. The time period during which the Curriculum and Scheduling Offices does the audits is referred to as “Colleague Access Restrictions,” and during that time the Division Offices are requested to not make any changes in the schedule. After the sections have been audited and the graphic artist has formatted the classes for print, each Division Office will be emailed a PDF of that term’s classes as they will appear in the printed Class Schedule. Each Division Office has several days to then review their classes and make necessary changes. Division offices should strive to have the majority of their schedule building done by the end of the semester a year in advance (for example, have Spring 2018 done by the end of Spring 2017). Due dates for schedules are when faculty return from long breaks such as summer and winter, so having the schedule finished as much as possible before the faculty leave for summer and winter breaks makes the process easier.

CLASS SIZES

Class capacities vary, but for many of the classes the class size is set at the number of chairs/desks in a room. Online classes are usually set with a limit of 40; however, there a few instructors who take more. Most English classes are set at 30; except for English 101B and English 101C—they are set at 33 unless the room capacity is below that. Speech classes are usually set at 30 also. Math class capacities are set between 40-45; the stacked, self-paced math classes are set at 8 for each class—Math 151A, 151B, 152A, 152B, and 153 for a total of 40.

There are two classrooms on the Fremont campus that will accommodate 100+ students; those classrooms are 3201 (capacity 190) and 3101 (capacity 120). On the Newark campus rooms NC2100, NC2102, and NC2106 can be opened to accommodate over 100 students. This is not usually done because the seating is not tiered—rather the rooms are “flat.”

Class sizes must be carefully monitored because of the overloads that are given once the class has sixty (60) students—see section on “Contracts/Loading.” It is also crucial that sections are not built with a section capacity higher than the room capacity, as this practice will result in more students being registered than there are seats in the classroom. The waitlist process ensures that classes remain full, so it isn’t necessary to inflate the section capacity to account for attrition. Once a new schedule is ready, remember to review the “Enrollment Max” for each class, to ensure accuracy before registration begins.

INTERNATIONAL EDUCATION/STUDY ABROAD

The International Education and Study Abroad Programs at Ohlone have grown tremendously over the last few years. “International Students” refers to a student on an F-1 Student Visa. International Students from many different countries enroll at Ohlone in order to achieve their educational goals. Sometimes these students come to Ohlone and immediately matriculate into our transfer level English and Math classes, and sometimes they must begin in our basic skills classes. Several will begin taking transfer level classes even before they have completed the recommended English prerequisite. Regardless, your faculty need to know that international students will be in their classes. Also, U.S. Citizenship and Immigration Services (USCIS) regulations stipulate that international students must be enrolled in a minimum of 12 units each semester, with few exceptions.

The number of international students at Ohlone is increasing and getting them registered their first semester can be a challenge because of when they get to the U.S., take placement tests, etc.

For students who need to develop and improve their English language skills before enrolling in general English classes, there is the not-for-credit English Language Institute (ELI), which is under the Director of International Programs. After completing the ELI, students matriculate.

Study abroad is a program that encourages and permits Ohlone students to study outside of the United States. Study abroad programs are led by an Ohlone College faculty member who volunteers and recruits students to travel outside the U.S. to study. Credit coursework may be associated with a study abroad program. Many of the study abroad programs are held during the summer or between semesters, and credit courses offered in conjunction with study abroad programs are not counted towards fulfillment of regular load for a full-time faculty member. Study abroad programs have given students the opportunity to study in China, Egypt, Ireland, England, and Australia.

There are many possible course offerings that can be offered with study abroad. The actual courses offered depend upon the instructor that takes the students abroad, the destination, and the length of the program. Just remember if this is a semester abroad, when the next semester schedule rolls over, be sure to schedule your instructor back into his/her regular schedule. Also, you may not know until just a few weeks before the students leave for their destination that the program will run, so you may need to warn adjuncts that are scheduled to teach the full-time instructor's classes there could be a last-minute change. This is up to you.

HIGH SCHOOL CLASSES

We have many classes that are offered at the local high schools: Irvington, John F. Kennedy, Mission San Jose, American, Newark Memorial, Washington, and Robertson. These classes are offered as dual enrollment classes; some are taught by Ohlone instructors; some by the high school instructors as part of their regular load. For some classes we get apportionment, for some we don't. Because of the difference in offerings of these courses, there are three different dual enrollment forms. Form Strategy 1 is, "Ohlone College Course Taught by a High School Faculty Member as Part of His or Her Regular Daytime Teaching Load;" Form Strategy 2 is, "Ohlone Course to be Taught by an Ohlone College Faculty Member On a High School Campus During the School Day;" and Form Strategy 3 is, "Contract Education – Non-Apportionment Generating Ohlone College Course Taught by a High School Faculty Member as Part of His or Her Regular Daytime Teaching Load." The student registration process is the same for all three strategies.

You must complete the appropriate Dual Enrollment Form the semester before the class is being offered (see below); then you need to mail it to the high school for the proper signatures. When you get the form back from the high school, sign it, make a copy, and give the original to the Assistant to the Vice-President of Academic Affairs. You keep a copy for your files. The high school may have made changes as to time, room, or instructor, and you can have your administrative assistant make those changes in Colleague.

All teachers at the high schools who are teaching an Ohlone class as part of their regular load must meet the minimum qualifications as established by the statewide Academic Senate for the classes they teach. You will find all minimum qualifications for all areas on the Chancellor's Office website. Print it out and keep it in your files, or bookmark it because you will need to refer to it when hiring new faculty whether they teach a high school class or teach at Ohlone.

The following steps have been communicated to high schools to help them in getting back to the college in a timely manner.

- Sign and return to the appropriate Academic Dean the original Ohlone College dual enrollment form/s in spring before classes begin the following fall. (For example: Fall 2017 forms should be signed and returned in spring 2017 before the high school year ends.)
- Make and keep two copies of the signed dual enrollment form for the high school.
- Return original to appropriate Academic Dean at Ohlone College.
- Keep one copy for high school records.

There are different groups of Concurrent/Dual enrolled High School students who may be attending classes from your Academic Division.

Students who are attending Ohlone College classes that are being taught on the High School Campus.

- Each term the student must complete an online Ohlone College Application for Admission and provide the confirmation page to the instructor (or coordinator of program) to be included in the Admissions package.
- The student must complete the pre-populated permission form for each class and submit to the instructor (or coordinator of program) to be included in the Admissions package.
- Student must complete the Student Health Form to be included in the Admissions package.
- If the student is attempting to register in more than 7 units, they must obtain a letter (on official school letterhead) signed by the principal or coordinator of the program indicating courses and total units (up to 5.5 during the summer & up to 11.5 during fall/spring semesters) that have been approved.
- If the student is not a U. S. citizen, documentation showing their immigration status is required.

High School Seniors who are attending classes on the Newark (currently) campus that are part of the College Connection Program.

- Each term the student must complete an online Ohlone College Application for Admission and provide the confirmation page to the coordinator (located at Fremont & Newark District Offices) to be included in the Admissions package.
- The student must complete the pre-populated permission form for College Connection and submit to the coordinator of the program to be included in the Admissions package.
- Student must complete the Student Health Form to be included in the Admissions package.

- If the student is attempting to attend more than 7 units, they must obtain a letter (on official school letterhead) signed by the principal or coordinator of the program indicating courses and total units (up to 11.5 during fall/spring semesters) that have been approved. This letter must be included in the Admissions package.
- If the student is not a U. S. citizen, documentation showing their immigration status is required.

Students who are attending Ohlone College classes on the Fremont or Newark Campus and are NOT affiliated with the College Connection Program.

- Each term the student must complete an online Ohlone College Application for Admission and print a copy of the confirmation page to include in the Admissions package.
- The student must complete the permission form for each class (available for download on the Admissions website and submit to instructor (or coordinator of program) to be included in the Admissions package.
- The student must complete the Student Health Form to be included in the Admissions package.
- If the student is attempting to register in more than 7 units, they must obtain a letter (on official school letterhead) signed by the principal or coordinator of the program indicating courses and total units (up to 5.5 during the summer & up to 11.5 during fall/spring semesters) that have been approved.
- If the student is not a U. S. citizen, documentation showing their immigration status is required.

High School Theatre Festival & Summer Bridge Biotech Programs.

- Each term the student must complete an online Ohlone College Application for Admission.
- The student must complete the pre-populated permission form obtained from, and submitted to, the coordinator of the program for inclusion in the Admissions package.
- Student must complete the Student Health Form to be included in the Admissions package.
- If the student is not a U. S. citizen, documentation showing their immigration status is required.

High School Students who are attending special programs through the Consortium - Administration of Justice - Explorers (new program).

- Each term the student must complete an online Ohlone College Application for Admission.
- The student must complete the pre-populated permission form provided by Ohlone College and submit that to the Consortium Coordinator.

ENROLLMENT

ENROLLMENT MANAGEMENT

Enrollment management is a broad category that is carefully monitored not only by each Academic Dean but by the Vice-President/Deputy Superintendent of Academic Affairs. With the XEMGT interface that pulls enrollment data from Colleague, academic deans are able to carefully plan for each semester, under the direction of the Vice-President. When planning enrollments, there are **three** major areas that have to be monitored. They are **FTES** (*full-time equivalent students),* **WSCH** *(weekly student contact hours) and* **FTEF** *(full-time equivalent faculty).*

The major source of revenue from the state to community colleges is apportionment based on **FTES.** Ohlone gets approximately $4500 for each FTES. Actually, FTES is determined by a formula based on **WSCH**. Since many students attend part time, a formula is needed to express enrollment in FTES.

The following are two examples of the FTES formula for two different sections, each with 35 students enrolled; one based on a 3-unit all lecture class and the second based on a 4-unit class with 3 hours of lecture and 3 hours of lab:

3 unit all lecture hour class (3 WSCH)

3 (WSCH) X 17.5 (Standard Term Length Multiplier) X 35 (Students enrolled) = 1,837.5 (Total WSCH) / 525 (WSCH that equal 1 annual FTES or 30 units) = 3.5 FTES

4 unit class with 3 lecture hours and 3 lab hours (6 WSCH)

6 (WSCH) X 17.5 (Standard Term Length Multiplier) X 35 (Students enrolled) = 3,675 (Total WSCH) / 525 (WSCH that equal 1 annual FTES or 30 units) = 7.0 FTES

The State also gives each community college an enrollment target or cap (also sometimes called a workload measure), which is the number of FTES to be funded. Ohlone's cap is about 8,100 FTES per year (headcount comes to approximately 16,000 full and part-time students over the course of a year). If we go over our cap, we do not get paid for the extra students (FTES). Once a two-semester year has ended and our funding is finalized, the number of FTES funded for that year is referred to as our base. In years the state funds community colleges for growth, Ohlone can grow up to the new cap. Part of the scheduling process each year is discussing future enrollment needs and whether we are in growth, maintenance, or reduction mode. This discussion typically happens at a Deans meeting before the summer/fall scheduling window opens, and is revisited throughout the year as a clearer picture of our actual enrollment develops (i.e. after census and at the end of each term).

The other area of enrollment management to watch is the **FTEF** (full-time equivalent faculty), which is also referred to as Teaching Load. Each section assigned to a faculty member carries a percent of load based on the combination of weekly lecture and lab hours of the course. The percentage of load is based on a full-time lecture load being 15 weekly hours and a full-time lab load being 21 hours. Thus, one hour of lecture = 0.0667 load (1/15) and one hour of lab = 0.0476 load (1/21).

Using the two examples from above the FTEF or loads would be calculated as follows:

<u>*3-unit all lecture hour class*</u>

3 weekly hours of lecture X 0.0667 load per hour = 0.20 FTEF or 20% load

<u>*4-unit class with 3 lecture hours and 3 lab hours (6 WSCH)*</u>

3 weekly hours of lecture X 0.0667 load per hour = 0.20 FTEF or 20% load PLUS 3 weekly hours of lab X 0.0476 load per hour = 0.142 FTEF or 14.2% load for a TOTAL FTEF of 0.342 or 34.2% load.

Don't worry, there is a chart available to calculate given assignments quite easily and it is programmed into the Colleague system.

WSCH/FTEF is a common measure of efficiency or productivity. WSCH (weekly student contact hours) basically represents enrollment and FTEF (full-time equivalent faculty) basically represents cost. Higher enrollment in a section will result in a higher ratio between WSCH and FTEF. Conversely, smaller class sizes will result in a lower ratio. It is important to talk to the VP about what the desirable ratios are for your division.

Continuing with the examples above, here are the calculations for WSCH/FTEF with various section enrollments:

3-unit all lecture hour class (3 WSCH)

Course WSCH	***Students Enrolled***	***Total WSCH***	***FTES***	***WSCH/ FTES***
3	25	75	0.20	375
3	35	105	0.20	525
3	40	120	0.20	600

4-unit class with 3 lecture hours and 3 lab hours (6 WSCH)

Course WSCH	***Students Enrolled***	***Total WSCH***	***FTES***	***WSCH/ FTES***
6	25	150	0.34	441
6	35	210	0.34	618
6	40	240	0.34	706

WAITLISTS

Waitlists are an effective tool for academic deans and beneficial for students. When sections are created in Colleague by the Division Office, a maximum enrollment is set. At the same time, there is the option to establish a waitlist. The size of the waitlist is determined by the Academic Dean and faculty and usually ranges between 5-20, depending on the class, room capacity, etc. Waitlists allow students to electronically “wait in line” for a section when it has reached maximum enrollment. If space becomes available in a section, the first student on the waitlist will automatically be added into the section when Admissions and Records (A&R) runs the waitlist process daily. An email is sent notifying the student that he/she has been added into the class from the waitlist. Students can also check their status on the waitlist via their WebAdvisor account. WebAdvisor initially screens the students to be added into the class. Students will not be added into the class if any one of the following conditions occur:

1. Class conflicts with another class on the student’s schedule
2. Student failed a prerequisite that was in progress/not completed a prerequisite
3. Student exceeded the number of times allowed to enroll in a course (3) – note that after two enrollments, A&R manually processes enrollment, including adding a student to the waitlist
4. Exceeded the number of times enrolled because they are registered in a different section of the same course
5. Unit overload would be caused by adding the class

If the first student on the waitlist has any of the above errors, then WebAdvisor will jump to the second student on the waitlist and so forth until a student is able to be added. Students are only allowed to sign up on a waitlist for one section of any course. Students are free to add and remove themselves from waitlists at any time. Waitlists are active until midnight of the night before classes begin. After that, students can only be added to a class through the use of Add Codes. It may be helpful for instructors to print waitlists the week before the first day of instruction to serve as a reference for adding students.

ADD CODES

As of midnight the night before a class begins, instructor permission to enroll will be in effect, even for courses that have not reached capacity. Students will only be able to enroll by getting an Add Code from the instructor. The Add Code can then be used in WebAdvisor to register on a space-available basis.

Add codes generated for a specific class are viewable by the instructor in WebAdvisor. It is a good idea for instructors to print out a copy of the add codes generated so that they can mark down who they have given an add code to. This also indicates that an add code has been used. The Admissions and Records Office generates add codes for all classes that are active as of a week before the start of the term. For courses added to the schedule after that point, Division Offices will need to generate add codes (XAUC in Colleague) for the instructors.

While full-semester classes have an add period of approximately two weeks, instructors of classes that only meet on weekends or that meet for less than a full-semester should be aware that the adjusted add period may be as short as one day, the first day the class meets.

Top reasons why you might hear “My Add Codes do not work” from your students:

The student has received an error message from the list below:

1. Student must update profile
2. Course overlaps with another class
3. Prerequisites have not been cleared
4. Class will put student into an overload status
5. Student must submit an application
6. Student is on Academic Probation
7. Student owes fees or fines

<u>These messages are not Add Code related.</u> The student must resolve these issues before the last day to add with an Add Code.

The student receives a message that states “You cannot register at this time.”

1. Student is attempting to enroll in an early start class after the last day to register.
2. Student is attempting to enroll in a class after the last day to add a class with an Add Code.
3. Student is attempting to enroll in a term that is already closed.

Top Reasons why you might hear “The Add Codes are not working for my students” from your faculty:

1. Add codes were handed out to students before the first day of class.
    a. Solution – Faculty must tell students that the add codes WILL NOT WORK until the first day of class. (For short term classes, the first day of class may be the only day it works.)
2. The course is filled to capacity.
    a. Solution – Faculty must drop any students who have not shown up for the first day of class to make room for other students AND/OR faculty must contact the Academic Dean and the Administrative Assistant and request that the enrollment cap be increased to accommodate the additional students.
3. The course is Cross-Listed with another course.
    a. Solution – Review the enrollment figures for BOTH listings. The total enrollment of the two classes will be the enrollment cap. Contact the Division Administrative Assistant in the respective Academic Division to request the enrollment cap be increased to accommodate the additional students. Add codes are specific to the course listing. Students must receive an add code for the specific course listing of the course the student is wishing to complete registration. Add codes cannot be used interchangeably for cross-listed sections. Students receiving add codes should be made aware of this requirement.

CENSUS ROSTERS AND LATE ADDS

Most faculty will need to submit a census roster approximately 20% into the term-length of the course. The census roster is submitted through WebAdvisor. For a full-semester course, this is generally at the beginning of week three. For courses that meet less than a full-semester, this may be as soon as the second day after the class begins. The census roster requires faculty to confirm that all students on the roster are actually attending class and all students attending the class are actually on the roster. Students who are not attending should be dropped from the course.

The enrollment for the college is calculated based on corrected data from the census rosters. Therefore, barring technological or clerical problems (e.g. the system refused to accept an add code or there was a delay in getting a student's financial aid applied to course fees), late adds are not accepted because of audit requirements. This makes checking your roll on a regular basis in those first days especially important for making sure that students attending your class are enrolled properly before the census date. After census, unenrolled students MUST go to A&R and petition if they want to add. There are only a few very specific extenuating circumstances that will allow a student to add after census even if they have been attending since before census.

Faculty must submit a census roster regardless of whether or not there are any changes to be made. There are some courses for which census rosters are not used. These include positive attendance courses.

FACULTY

CONTRACTS/LOADING

Fortunately for academic deans, we do not have to put the contracts into Colleague, but our administrative assistants do, so we have to know all the ins-and-outs of the contracts. Our administrative assistants give us the contracts to review after they have created them, and we have to make sure the loads are right, the overloads are right. **Looking over the contracts and verifying that all the information is correct is imperative. This impacts the instructor's pay, whether the instructor is full-time or adjunct. This also applies to those faculty who are not pay-by contract. The timesheets must be completed correctly for the instructor to be paid.** We have to understand the difference between load and contact hours, so when a faculty member asks what everything on the contract means, we can explain it to them. We have to be sure every full-time faculty member has a load of 100%--or as close to that as possible. The faculty contract says that each full-time faculty member must teach the equivalent of 15 lecture hours per week, have 5 office hours per week, and the rest of their week of 40 hours is for grading papers, planning, serving on committees, etc. Only the actual teaching load is on the contract, so that is what equals 100%.

<u>Here are some examples:</u>

MATH-101B 33.33% (5 unit lecture class)

MATH-159 33.33% (5 unit lecture class)
MATH-191 20.00% (3 unit lecture class)
Lab Hours 1 13.33% (2.8 lab hours)
TOTAL 99.99% (15.8 hours—must have 0.8 hours more because of lab, but it is the load that counts NOT the hours.)

SPCH-101-01 20.00% (3 unit lecture class)
SPCH-101-02 20.00% (3 unit lecture class)
SPCH-103-01 20.00% (3 unit lecture class)
SPCH-105-04 20.00% (3 unit lecture class)
SPCH-105-05 20.00% (3 unit lecture class)
TOTAL 100.00% (15 hours of lecture)

HIST-117A-01 20.00% (3 unit lecture class)
HIST-117A-02 20.00% (3 unit online class)
HIST-117B-01 20.00% (3 unit online class)
HIST-117B-02 20.00% (3 unit lecture class)
HIST-117A-01 26.67% (4 units of "overload" for 96+ students—as of census day)
HIST-117B-02 26.67% (4 units of "overload" for 96+ students—as of census day)
TOTAL 133.34% (paid for 33.34% lecture overload or 5 hours of lecture overload for a total of 20 hours of lecture)

ENGL-101A-01 20.00% (3 unit lecture class)
ENGL-101A-01 4.76% (1 hour of lab)
ENGL-101A-06 20.00% (3 unit lecture class)
ENGL-101A-01 4.76% (1 hour of lab)
ENGL-101B-07 26.67% (4 hour lecture class)
ENGL-101B-10 26.67% (4 hour lecture class)
TOTAL 102.86% (16 hours—paid overload of 1 hour of lab)

MATH-159-03 33.33% (5 unit lecture class)
MATH-159-09 33.33% (5 unit lecture class)
MATH-151A-01 33.33% (5 unit stacked class)
MATH-151B-01 0% (stacked)
MATH-152A-01 0% (stacked)
MATH-152B-01 0% (stacked)
MATH-153-01 0% (stacked)
TOTAL 99.99% (15 units—full load)

These are some general examples, but each Academic Dean has his/her own unique contract issues—consult your administrative assistant(s). Also, when a class is cancelled after it has met once or twice, or there is an instructor changed sometime after the semester has begun, consult the Colleague instructions on how to redo the contract so the instructor is paid correctly and on time. You cannot go over the contracts too many times! Remember, a full-time instructor's load needs to be as close to 100% as possible.

The unit values for lecture hours are:

5 unit lecture class:	33.33%
4 unit lecture class:	26.67%
3 unit lecture class:	20.00%
2 unit lecture class:	13.33%
1 unit lecture class:	6.67%

The unit values for lab hours are:

5 units lab:	23.81%
4 units lab:	19.05%
3 units lab:	14.29%
2 units lab:	9.52%
1 unit lab:	4.67%
21 units of lab:	100%

Faculty who teach large lecture classes are also given the opportunity to get overloads. There are only two classrooms on the Fremont campus that can accommodate the overload; they are 3101 and 3201. On the Newark campus, the combined rooms of 2100/2102/2106 can also accommodate such an overload. The faculty may only get the overload if the numbers listed below are registered in the class on census day. The overloads instructors can get for the large lecture classes are:

60-80 students:	2 extra lecture units	13.33%
81-95 students:	3 extra lecture units	20.00%
96+ students:	4 extra lecture units	26.67%

This means that if an instructor has a load of 20.00% for a 3-unit lecture class in Anthropology and the enrollment goes up to 100 students as of census day, the instructor would have a load of 46.67%. For full-time faculty this is never a problem, but if an adjunct teaches a class in the large lecture room, the loading has to be carefully monitored because adjunct faculty may only be loaded for a maximum of 66.67% each semester. Making sure that adjunct faculty do not accidentally exceed this threshold cannot be over-emphasized since there are permanent hiring implications. There are rare occasions when an adjunct may be loaded for more than this for one semester, but that must be approved via Formstack by the Vice-President of Academic Affairs and the Associate Vice-President of Human Resources. And, the next semester or previous one, the adjunct must be loaded or have been loaded for less than 66.67%, so that the total for the year is not more than 66.67% when averaged. If an adjunct teaches classes through Contract Education and at Ohlone, the load must not be more than 66.67%. There is no difference in the loading of Distance Education classes than there is for face to face classes.

For some faculty and student workers, you will have timesheets to sign at the end of every month. The timesheets are due to payroll the first working day of the month, so faculty and students need to turn them in on time. Faculty who will have timesheets include all summer faculty and those teachers who teach at the high schools because they have overlapping semesters. Increasingly, student workers use web-time entry (WTE) to account for their work hours. The timeline for review and approval of WTE is the same as for time sheets. Academic Deans approve WTE through WebAdvisor.

Reassigned workloads are arranged for several different reasons such as Department Coordinators, Faculty Senate President, Curriculum Committee Chair, UFO Negotiator. Reduced workloads may be for medical reasons, child-rearing, retirement, etc. The Vice-President of Academic Affairs, and/or the Associate Vice-President of Human Resources authorize reassigned or reduced workloads; these also go to the Board of Trustees for approval.

EVALUATIONS

Academic Deans are responsible for completing evaluations for all faculty and staff who report to them. The process for evaluations is found in each of the bargaining unit contracts. Consult these regularly because you will be asked by faculty what the evaluation process is, when it is due, and how it is done. Each bargaining unit has its own procedures for evaluation, so by reading each of the contracts, you will become familiar with the various processes. Adjunct evaluations may be completed by full-time faculty, and two hours of flex credit may be given to any full-time faculty for each adjunct evaluation he/she completes. Academic Deans must complete the full-time faculty evaluations. The United Faculty of Ohlone are working on a revision of the current evaluation policies, so be sure to keep up on any changes they might initiate in the contract. All CSEA evaluations are due on June 30 each year, but tenured full-time faculty may be due in fall or may be carried over until spring of a school year.

HIRING

Ohlone regularly hires new faculty. Not only do we need to hire faculty to keep in compliance with the 50% law, but we also have to fulfill our faculty obligation number (FON) which is set by the State. If we do not meet our FON in any given year, the state fines the College, and the fine is approximately equal to that of paying for a full-time faculty salary. Therefore, continuing to hire enough faculty to meet the FON is essential. The Faculty Position Planning Committee is made up of all academic deans and the Dean of Counseling, faculty representatives from each academic division and Counseling, and the Vice-President of Academic Affairs. The Committee researches, gets input, evaluates, weighs, and recommends to the President which departments should hire new faculty. The steps and procedures to hire new faculty are extensive and time consuming but also extremely central and vital to the success of each department and the students of Ohlone College.

The hiring of full-time faculty is a lengthy committee process. Because the hiring process must be in compliance with Title 5, consult with Human Resources as to the current process and the steps you must follow to be in compliance with the laws.

FACULTY HANDBOOK

You should become very familiar with the Faculty Handbook, as it is a very practical guide for faculty for the conduct of their classes, including the following:

Course Outlines
Syllabi*
Textbooks/Desk Copies
Prerequisites, Co-requisites, and Advisories
Class Cancellations
Attendance
Deaf Students
Office Hours
Locked Classrooms
Supplies
Grades
Inappropriate Student Behavior
Final Exams
Frequently Asked Questions
Using WebAdvisor to Manage Your Records for Attendance and Grading

* For years the Faculty Handbook has instructed that all section syllabi must be submitted to the Division Office every semester. Most syllabi are now created in electronic format and submitted in that manner. It is important that Division Offices have a process to validate that all sections have syllabi. It is also important that syllabi be checked for quality. The Accreditation Standards call for all syllabi to include the official Student Learning Outcomes (SLO) from the Course Outline of Record (COR). This is also explained in the Faculty Handbook. It is important to check syllabi to make sure this requirement is being met.

FIFTY PERCENT LAW

California *Education Code Section (EC)* 84362 (also known as the *Fifty Percent Law)* requires all community college districts to spend at least half of their "current expense of education" for "salaries of classroom instructors." Instructional aides, those that work in the English Learning Center, in the chemistry or biology labs, in the nursing labs, and in the math lab are all included in such a calculation. However, librarians and counselors are not. If a faculty member has reassigned time, the percentage of their reassigned time is also excluded. Anyone else who works for the college—president, vice-presidents, deans, administrative assistants, maintenance, ITS—are all excluded from the calculation of whether or not the college meets the Fifty Percent Law requirement. As an Academic Dean, you do not deal directly with the law, but you do need to be aware of it and all that it encompasses.

STUDENTS

PETITIONS AND WAIVERS

Petitions and waivers come in throughout the semester from students and counselors and cover a variety of student needs.

Petitions are generally for grade changes, including dropping without a W and replacing an F with a W (more on this below). You may also see petitions for late adds (adds after census) and late drops (after the drop date). Course repetition for a third time can be handled by an academic dean or counseling.

Waivers are requests from students and/or counselors to have a course from another college accepted for credit at Ohlone. Students must give academic deans a course description along with a grade report because students must have passed the course in order to get credit at Ohlone. Keep the college catalog handy because you will need to refer to it often while learning the various course descriptions and needing to compare them to courses from other colleges. The waivers that are the most difficult to accept are for courses from institutions outside the United States. It is often difficult to get a course description in English, but students still need to provide the description. Math classes are the easiest to waive and English the hardest.

FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

HANDLING COMPLAINTS

As Academic Dean, you will find yourself in the position of handling a variety of complaints. It is always a goal to handle complaints at an informal level, but sometimes a more formal process is required. The following is an overview of the major types of complaints and guidelines for handling them.

Handling student complaints about faculty

When a student contacts you (or contacts the VP of Academic Affairs or the President and it is referred to you), it is important to try to resolve it informally. Often these issues are resolved by having the student speak directly with the faculty member. Sometimes it can help for the Academic Dean to arrange to meet with the faculty member and student to mediate this situation.

It is preferable to meet with both at the same time but it may be necessary to do so separately.

If strategies for informal resolution do not work, the student should file a formal Complaint Form found on the Student Services website, and the process for resolution will proceed according to college procedures detailed on that website.

If the complaint indicates a charge, or possible charge, of <u>harassment and/or discrimination</u>, the Vice President of Academic Affairs and the Associate Vice President of Human Resources should be contacted for assistance.

<u>Handling student request for grade changes</u>

Invariably students will have concerns or complaints about their grade(s) and will often contact the Academic Dean or other administrators to request the grade be changed. As usual, students should be encouraged to work directly with the faculty member, although the Academic Dean may need to facilitate that interaction.

If the informal efforts fail, a student needs to submit a <u>formal</u> Student Request for Grade Change Form to the Academic Dean (a separate form for each disputed grade, if there are multiple requests). The form is available on the college website. The student should be advised the Grade Change follows the State of California Code of Laws and Regulations on Grade Changes, which state: "In any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student in accordance with section 55758* of this chapter. **The determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency."**

When submitting the Grade Change, the student needs to be specific about describing the mistake, fraud, bad faith, and/or incompetency on the part of the faculty member and how that would justify a change in his/her grade. The Academic Dean then reviews and investigates the formal Grade Change and renders a finding.

If the student disagrees with the Academic Dean’s finding, he or she may request the case be reviewed by the Academic Appeals Committee, which will consider the case and render a decision.

If the student disagrees with the decision of the Academic Appeals Committee, he or she may request an appeal to the Vice President of Academic Affairs (VPAA). The VPAA will consider all relevant information and evidence and render a decision which will be final.

<u>Handling faculty complaints/concerns about inappropriate student behavior</u>

There are times when individual students may behave inappropriately in class. Such behavior could include being non-attentive, being somewhat disruptive, being verbally harassing, or, in the extreme, being physically violent. The Faculty Handbook is a good resource on handling these matters. Section O “Inappropriate Student Behavior” and Appendix G, “Recommended

Actions for Inappropriate Student Behavior," give excellent guidance to faculty and Academic Deans on handling these situations. Faculty and Academic Deans should also review and be familiar with Appendix H. "Standards of Student Conduct and Discipline and Due Process Procedures" in the Faculty Handbook.

At the current time, the college is finalizing a Student Code of Conduct, which will also serve a s a good reference for handling such issues.

<u>Handling conflict between faculty, between faculty and staff, or between staff</u>

Unfortunately, conflict can come up between faculty members, between faculty and staff, or between staff, and Academic Deans will find the need to mediate resolutions. The informal level of resolution often solves the matter. If the two (or more) employees are in your Division, you can work with them to come to solutions. If the conflict involves employees in your Division and faculty from another Division(s) or Department(s), work with the appropriate Academic Dean(s) or Director(s) to get things worked out.

If informal efforts are not successful in resolving the conflict, contact the Associate Vice President of Human Resources for assistance. Make sure the Vice President of Academic Affairs is aware of the situation.

BUDGETS

Budgets are a source of intrigue and frustration. Depending on your areas, you may have several different types of budgets, or you may only have fund 10 (general fund) with limited money for office and instructional supplies. Budget codes have six different fields to learn. Budget codes follow the same format no matter which budget is being used:

00-0-00-00000-0000-00000
(1) (2) (3) (4) (5) (6)

1. **Fund:** The first number (10, 20, 21, 79—etc.) is the budget itself: general fund, grant, categorical of some type, ASOC.
2. **Location:** This number is almost always a 0, unless there are specific reasons, such as the need to indicate the Newark campus.
3. **Authority Code:** This code references each individual budget manager.
4. **Activity Code:** These sets of numbers typically refer to departments, such as 15000 for English or 68201 for community education—you will get to know your areas.
5. **Project Code:** These numbers are very unique to certain areas, such as community education and other specialty areas. Most academic deans do not need this so there are 4 zeros set as the default.
6. **Object Code:** This last set of numbers gives the exact area of the budget being charged, such as instructional supplies, adjunct faculty, full-time faculty, etc.

There are manuals with all the budget codes, and you should refer to those often especially when just getting started. Your administrative assistant will have a copy of this.

You cannot transfer from non-similar funds e.g. you cannot transfer monies from fund 10 to 20, or 12 to 21, or 79 to 10, etc.

Whenever you have a question about a budget, you can contact the Assistant to the VP at extension 6220.

Instructional Equipment. Academic Affairs (Vice President/Assistant) manages instructional equipment categorical funds. These funds are to be used for the repair or replacement of instructional equipment and cannot be used for instructional supplies. Equipment and supply are defined by the Chancellor's Office as:

- Equipment: Tangible property with a purchase price of at least $200 and a useful life of more than one year, other than land or buildings and improvements thereon.

- Supply: A material item of an expendable nature that is consumed, wears out, or deteriorates in use; or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.

In the Academic Affairs Deans network folder is an Equipment Spreadsheets folder. Here you will find the latest spreadsheet with instructional equipment requests from each division. The master copy of this spreadsheet is housed in Academic Affairs. Please contact the Assistant to the VP for any edits to the master spreadsheet, as this is used for an expenditure report to the Chancellor's Office at the end of each fiscal year.

Early in the fall and spring semesters, the Office of Academic Affairs will ask deans to provide their top 10 items from the spreadsheet. The VP/Assistant will then compile all items and do a cost analysis to determine what can be funded. The Assistant to the VP will notify the deans of the items approved and request a quote for each item. Upon receiving the quote, the assistant will transfer funds to the dean's authority code within activity code 08000 to cover the item. The deans assistants are then able to submit a purchase requisition for the item.

Perkins. The purpose of this grant is to develop challenging academic and technical standards integrated into challenging, integrated instruction. A great focus is placed on high skill, high wage and high demand occupations. An annual application is required. The grant funds are used to provide specific program improvements and how improvement activities meet state and local adjusted performance levels established for core indicators.

The requirements for uses of Perkins IV, Title I, Part C Section 132 funds are:

- Strengthen academic and career technical skills of students through integration
- Link CTE secondary and postsecondary programs

- Provide students with strong experience and understanding in all aspects of an industry Work-Based Learning (WBL)
- Develop, improve or expand use of technology
- Professional development
- Evaluate programs with emphasis on special populations (economically disadvantaged, limited English proficient, disabled, single parents, displaced homemakers, training in areas that are nontraditional to a gender)
- Initiate, improve, expand and modernize quality programs
- Provide activities, services and be of sufficient, size, scope and quality
- Prepare special populations for high skill, high wage, or high demand, occupations

The permissive uses of Perkins IV, Part C funds are:

- Involve parents, business and labor in planning & operation
- Career guidance and academic counseling
- Business Partnerships- Work-related experience students & faculty
- Programs for special populations
- CTE student organizations
- Mentoring and support services
- Upgrading equipment
- Teacher preparation programs
- Improving and developing new CTE courses including distance education
- Assist transition to BA degree programs
- Support entrepreneurship education
- Initiatives for secondary students obtaining postsecondary credit to count towards an AA/ AS or BA/BS degree
- Support small CTE learning communities
- Family and consumer sciences
- Adult CTE programs
- Job placement programs
- Support Nontraditional activities
- Automotive technologies
- Pooling funds- Teacher preparation, data and accountability, assessments
- Support other CTE programs

Cost Guidelines for Title I, Part C, Section 132 funds. Eligible costs:

- Administrative Costs (5%)
- Personnel Services (time distribution records)
- Operating Expenses
- Stipends
- Consultants
- Instructional Materials
- Travel
- Instructional Equipment

Cost Guidelines for Title I, Part C, Section 132 funds. Ineligible costs:

- Student Expenses or Direct Assistance to Students
- Entertainment
- Awards and Memorabilia
- Individual Memberships
- Membership with Organizations that Lobby
- College Tuition, Fees, and Books
- Fines and Penalties
- Insurance/Self-insurance
- Expenses that Supplant
- Audits, except Single Audit
- Contributions and Donations
- Contingencies
- Facilities and Furniture
- General Advertising
- Alcohol
- Fund Raising
- General Administration

The application is due every May. During the spring semester, the Perkins/CTE coordinator will ask Deans how CTE programs can benefit from Perkins funding. The requests should be linked to program reviews and established PIOs. Other useful information can include comments from Advisory Board members regarding how programs can improve education and training of the future workforce. The grant coordinator will ask for your assistance in writing the narrative, which provides support and justification for the funding. With this information in hand, the coordinator discusses with the Vice President of Academic Affairs the list of Dean's requests. The Perkins funding is leveraged with several other grant funding, such as Strong Workforce, Student Equity, Basic Skills, and Student Success Support Programs.
The Perkins grant coordinator will submit the yearly application to the State Chancellor's Office. Once fully executed, Deans will receive a spreadsheet with their allocations. Grant activities are reported on a quarterly basis. Quarter 1 runs July 1 to September 30, Quarter 2 October 1 to December 31, Quarter 3 January 1 to March 31 and Quarter 4 April 1 to June 30. The grant monitor will ask for a synopsis of activity to include in the quarterly report.

Grant budget lines are the same as Fund 10:

- 1000 instructional
- 2000 non instructional, professional experts
- 3000 benefits
- 4000 instructional supplies and materials
- 5000 operational, which includes professional development
  Travel, conferences, outreach, marketing, consultants
- 6000 new equipment

Additionally, a few more restrictions apply. Unlike Fund 10, if a dean requests a budget change, the specific grant monitor must make the approval. Out of state travel must be approved by the grant monitor as well as yourself, the Vice President of Academic Affairs, and the President of the College. Funding does not roll over from year to year. All purchases need to follow the College's purchasing cut off dates. No travel will be allowed in June. No supplanting of general budget is allowed. CTE programs are allowed to ask for funding on a yearly basis. However, after three years of funding in the same category, changes must be made. The only exception is professional development can be asked for yearly.

MISCELLANEOUS INFORMATION

Academic Deans receive a red parking permit, which allows them to park in almost any parking lot at both the Fremont and Newark campuses. This permit does not allow parking in spaces designated as handicapped.

Academic Deans are required along with their faculty to attend graduation every year.

Know that the first week of each semester, finals week, and the week after finals are critical weeks for Academic Deans to be available on campus.

STUDENT AND NON-ACADEMIC HOURLY EMPLOYEES

New hires shall not start working until approval is received from HR.

- A new employee cannot begin working until they have submitted all of their required paperwork to the HR office, a signed off PAF has been received and entered, and you (as the hiring manager/supervisor) have received an approval email from HR.
- To assist with this process, HR asks that you please have your new employees complete the required application packet and have the signed PAF submitted to HR 10 days before their start date.
- If you have an immediate hire and processing need, please contact HR so that they can expedite the process.

Standardize the "Start Date" and "End Date" on PAFs for all student employees, including College Work Study, to coincide with the fiscal year. Student employees being hired/re-hired should have a PAF submitted with a start date of 07/01/2017 and an end date of 06/30/2018 (an example for this upcoming fiscal year).

- If you have a student assistant that is being hired/re-hired after the fiscal year has started, the start date should always be the first of the month. For instance, if the student assistant will begin working on August 11th, then the start date on the PAF should be August 1st.
- Using standard dates will allow you flexibility of starting the employee early without needing to adjust the PAF. These dates will also eliminate notification emails during

payroll processing when timesheets have dates bubbled that are not within the start and end date range on the PAF, as well as the correct access to entering their time via Web Time Entry.

- Please note that the "Start Date" on the PAF is when the employee may begin working, but the actual physical day of work may be later than the start date.

Student employees are required to be enrolled in a minimum of six units in the semester they work. HR will run a report every semester to verify that student employees are enrolled to continue working.

- If the student is not enrolled in the minimum, then HR will be contacting that department to have the student cease working until they have registered in the required units. The student's wage line will also be ended at this time and the PAF notated to indicate the end date and reason.
- If the student is still enrolled in the minimum – great! No notification is necessary.

Notify HR when a student or non-academic hourly will no longer be working in your department. If you know an employee will no longer be working in your department, please notify HR and they will end the wage line and make a notation on the PAF. This is only if the employee will not be coming back to work in the department, not if there is a change in schedule for the semester.