

Dean's Handbook

Ohlone College

Working Document
May 7, 2012

Table of Contents

INTRODUCTION	3
STAFF LISTINGS.....	4
JOB DESCRIPTION OF AN ACADEMIC DEAN	8
GENERAL DESCRIPTION.....	8
ESSENTIAL DUTIES	8
ACADEMIC LEADERSHIP BY DEANS	10
CURRICULUM.....	10
PROGRAM REVIEW	10
STUDENT LEARNING OUTCOMES AND ASSESSMENT	10
SCHEDULING PROCEDURES	11
SCHEDULING OF CLASSES.....	11
CLASS SIZES	14
HIGH SCHOOL CLASSES	16
ENROLLMENT MANAGEMENT.....	17
WAITLISTS	18
FACULTY	20
CONTRACTS/LOADING	20
EVALUATIONS	22
eCAMPUS OVERSIGHT.....	22
HIRING	24
FACULTY HANDBOOK	24
50% LAW.....	25
PETITIONS AND WAIVERS.....	25
ADD SECTIONS ON:.....	26
ODDS AND ENDS	26
DATATEL	26
BUDGETS	27
MISCELLANEOUS INFORMATION.....	27

INTRODUCTION

Being a Dean at Ohlone College is multi-faceted. As a Dean you will interact with many different people on a daily basis. As a 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, etc. 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 Datatel; you have to know the California Education Code and Title 5 regulations, and you have to know TOP Codes, SAM codes, FON, FTES, FTEF, WSCH, XEGMT, Study Abroad operations, Petitions and Waivers, contracts, loading, the hiring process for adjuncts as well as fulltime 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 (2011-2012) for deans is 261 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 the first few months of the exciting and rewarding life of being a Dean at Ohlone College—the first step is to read the United Faculty of Ohlone (UFO), California State Employees Association (CSEA), Service Employees International Union (SEIU) contracts, and the Faculty Handbook. These are available on the Ohlone human resources web page. Be sure to read the Faculty Handbook. It is a wealth of information about the campus, faculty obligations, the mailroom, etc. Also, this is a very generalized guide because each Dean has his/her own unique disciplines that require specialized knowledge and handling, and rely on your executive assistants; they are experts and are a wealth of information.

STAFF LISTINGS

As 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.

OFFICE OF THE PRESIDENT			
<i>Name</i>	<i>Title</i>	<i>Extension</i>	<i>Email</i>
Gari Browning	President/Superintendent	6200	gbrowning@ohlone.edu
Sarah Daniels	Confidential Assistant to the President	7369	sdaniels@ohlone.edu
Shelby Foster	Confidential Staff Assistant (Board of Trustees)	7571	sfoster@ohlone.edu
ACADEMIC AFFAIRS			
Jim Wright	Vice President/Deputy Superintendent	6202	jwright@ohlone.edu
Connie Teshara	Confidential Assistant to the Vice President	6220	cteshara@ohlone.edu
Leta Stagnaro	Associate Vice President Academic Affairs (Newark)	2301	lstagnaro@ohlone.edu
Diana Garza	Executive Assistant (Newark)	2302	dgarza@ohlone.edu
Walt Birkedahl	Dean, Arts and Social Science	6187	wbirkedahl@ohlone.edu
Sheila Holland	Executive Assistant, Arts and Social Science	6216	sholland@ohlone.edu
Lesley Buehler	Dean, Business Technology and Learning Resources	3126	lbuehler@ohlone.edu
Sila Marques	Executive Assistant, Business, Technology and Learning Resources	6080	smarques@ohlone.edu
Gale Carli	Dean, Health Sciences and Environmental Studies	3101	gcarli@ohlone.edu
JoAnne Serran	Executive Assistant, Health Sciences and Environmental Studies	3102	jserran@ohlone.edu
Zelma Hunter	Executive Assistant, Health Sciences and Environmental Studies	3103	zhunter@ohlone.edu
Genie Gertz	Dean, Deaf Studies	344-5740 Video Phone	ggertz@ohlone.edu
Nora Chopelas	Executive Assistant, Deaf Studies	6269	nchopelas@ohlone.edu

ACADEMIC AFFAIRS (CON'T)			
<i>Name</i>	<i>Title</i>	<i>Extension</i>	<i>Email</i>
Vacant	Dean, Science, Engineering, and Math	6024	rquinta@ohlone.edu
Irene Benavidez	Executive Assistant, Science, Engineering, and Math	6191	ibenavidez@ohlone.edu
Mark Lieu	Dean, Language and Communications	6276	mlieu@ohlone.edu
Kathleen Martinez	Executive Assistant, Language and Communications	6173	kmartinez@ohlone.edu
Chris Warden	Director, Exercise Science, Athletics, Community Education	7382	cwarden@ohlone.edu
Laura Martinez	Executive Assistant, Exercise Science, Athletics, Community Education	6044	lmartinez@ohlone.edu
Tina Dodson	Director, Tri Cities One Stop		tdodson@ohlone.edu
Kimberly Robbie	Director, Curriculum and Scheduling	6165	krobbie@ohlone.edu
Heidi Barkow	Educational Services Support I	7381	hbarkow@ohlone.edu
Jacqlyn Vetter	Schedule Coordinator	6455	jvetter@ohlone.edu
STUDENT SERVICES			
<i>Name</i>	<i>Title</i>	<i>Extension</i>	<i>Email</i>
Ron Travenick	Vice President, Student Services	6107	rtravenick@ohlone.edu
Jill Rojas	Confidential Assistant to the Vice President, Student Services	6202	jrojas@ohlone.edu
STUDENT SERVICES (CON'T)			
<i>Name</i>	<i>Title</i>	<i>Extension</i>	<i>Email</i>
Eddie West	Dean, Counseling and International Programs and Services	6459	ewest@ohlone.edu
Sue Steffen	Executive Assistant, Counseling	6037	ssteffen@ohlone.edu
Rosemarie Martinez	Student Services Assistant, Counseling	6110	rmartinez@ohlone.edu
Bill Sharar	Director, International Programs	6524	wsharar@ohlone.edu
Sanae Milano	Student Services Assistant, International Programs	7556	Smilano@ohlone.edu

Mike Bowman	Dean, Admissions & Records and Research and Planning	7325	mbowman@ohlone.edu
Debbie Trigg	Director, Campus Activities and Extended Opportunity Programs and Services (EOPS)	7376	dtrigg@ohlone.edu
Ann Burdett	Director, Disabled Students Program & Services	6456	aburdett@ohlone.edu
Kelly Wilmeth	Interpreting and Accommodation Services Supervisor	6271	kwilmeth@ohlone.edu
Deborah Griffin	Director, Financial Aid	6151	dgriffin@ohlone.edu
Wayne Takakuwa	Placement Center Coordinator/Counselor	6123	wtakakuwa@ohlone.edu
Diane Berkland	Transfer Center Coordinator/Counselor	6119	dberkland@ohlone.edu
Danny Navarrete	Workability III Employment Developer	6119	dnavarrete@ohlone.edu
Sally Bratton	Director, Student Health Center	6258	sbratton@ohlone.edu
Rosemary O'Neill	Mental Health Counselor	7380	roneill@ohlone.edu
Steve Osawa	Chief, Campus Police	6111	sosawa@ohlone.edu
Campus Police		6111	
HUMAN RESOURCES			
<i>Name</i>	<i>Title</i>	<i>Extension</i>	<i>Email</i>
Shairon Zingsheim	Associate Vice President Human Resources & Training	6201	szingsheim@ohlone.edu
Vy Anderson	Senior Human Resources Specialist	7355	vanderson@ohlone.edu
HUMAN RESOURCES (CON'T)			
Kathleen Johnson	Senior Human Resources Faculty Specialist	7350	kjohnson@ohlone.edu
Jennifer Druley	Senior Human Resources Staff Specialist	7353	jdruley@ohlone.edu
INFORMATION TECHNOLOGY			
<i>Name</i>	<i>Title</i>	<i>Extension</i>	<i>Email</i>
Bruce Griffin	Associate Vice President Information Technology	6514	bgriffin@ohlone.edu
Donna Ireland	Executive Assistant, Information Technology	7390	direland@ohlone.edu
Don Penrose	Applications Director	6530	dpenrose@ohlone.edu
Daman Grewal	Technical Director	6442	dgrewal@ohlone.edu

ADMINISTRATIVE SERVICES			
<i>Name</i>	<i>Title</i>	<i>Extension</i>	<i>Email</i>
Ron Little	Vice President, Administrative Services	6261	rlittle@ohlone.edu
Kelly Abad	Confidential Assistant, Vice President Administrative Services	7307	kabad@ohlone.edu
Joanne Schultz	Dean, Business Services	6146	jschultz@ohlone.edu
Bobbie Jo Curtis	Executive Assistant, Dean Business Services	6060	bcurtis@ohlone.edu
Thomas Moore	Director, Facilities	6105	tmoore@ohlone.edu
Jennifer Tomlin Parker	Executive Assistant, Facilities	6105	jparker@ohlone.edu
Raenette Halliwell	Facilities Assistant	6470	rhalliwell@ohlone.edu
Alex Lebedeff	Director, Purchasing, Contract Administration and Auxiliary Services	6263	alebedeff@ohlone.edu
FOUNDATION AND COLLEGE RELATIONS			
<i>Name</i>	<i>Title</i>	<i>Extension</i>	<i>Email</i>
Susan Houghton	Executive Director, Ohlone College Foundation	6441	shoughton@ohlone.edu
Thomas Hsu	Foundation Specialist	6020	thus@ohlone.edu
FOUNDATION AND COLLEGE RELATIONS (CON'T)			
Ana Maria Lopez- Cepada	Foundation Specialist	7941	alopez@ohlone.edu
Patrice Birkedahl	Director of College Advancement / Public Information Officer	6208	pbirkedahl@ohlone.edu
Gosia Gizycki	Advertising Specialist	6206	ggizycki@ohlone.edu
Cheryl Lambert	Web Designer, Web Team Lead	7409	clambert@ohlone.edu

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 from the general job description of an Academic Dean:

GENERAL DESCRIPTION

Provide educational and academic leadership for excellence in teaching and learning within a Learning College philosophy and environment. Direct, manage, supervise and coordinate the programs and activities of the [name] Division in Academic Affairs. Exercise direct supervision over professional, technical and clerical staff. Coordinate assigned activities with other College departments, divisions, and outside agencies. Provide highly responsible and complex administrative support to the Vice President of Academic Affairs and/or Associate Vice President of Academic Affairs.

ESSENTIAL DUTIES

- Provide educational and academic leadership for faculty and staff in pursuit of excellence in teaching and learning and encourage innovation for continuous improvement within a Learning College philosophy and environment.
- Develop and coordinate program and course schedules in response to the needs of students and within the District's enrollment targets funded by the state. Programs and courses are offered at the Fremont Campus, the Newark Campus, the eCampus through online and hybrid courses, area high schools, and at other sites as needed. Monitor and evaluate the efficiency and effectiveness of service delivery methods and procedures.
- Manage enrollment to maximize use of faculty loads and space resources, especially general purpose classrooms and labs. Use computer-based enrollment management data and tools for decision making. Experience working within an Enterprise Resource Planning system is desired, preferably with a higher education system such as Datatel Colleague, or a similar system.
- Oversee and direct hiring of full time faculty, adjunct faculty, and full and part time staff.
- Plan and implement full time faculty and adjunct faculty teaching assignments.
- Conduct regular evaluation of full time faculty in accordance with the collective bargaining agreement; and conduct regular evaluation of adjunct faculty in accordance with District procedure.
- Conduct regular evaluation of non-faculty Division staff. Provide or coordinate staff training. Work with employees to correct deficiencies; participate in discipline and termination procedures;
- Oversee and facilitate the Program and Services Review process within the Division. Program and Services Review drives institutional planning, integrates with the College Strategic Plan, the Educational Master Plan, the District Facilities Plan, the Technology Plan, and the annual budget planning process. For instructional programs, Program and Services Reviews also integrate student learning outcomes assessment at the course and program levels.
- Participate in the development and administration of Division budgets. Direct the forecasting of staffing, equipment, materials, and supplies needs, particularly within the

context of college's Program and Services Review process. Direct and monitor approved expenditures and make adjustments as necessary. Coordinate the selection, use and maintenance of equipment and facilities assigned to the division.

- Develop and implement student learning outcomes and assessment activities at the program and course levels. Experience with accreditation standards of the Accreditation Commission for Junior and Community Colleges and the Western Association of Schools and Colleges, or similar accreditation group is desired.
- Develop and oversee online learning, assuring "effective contact" as defined by state and federal distance education regulations. Experience with a course management system such as Blackboard is desired.
- Create and nurture collaborative relationship with faculty, administrators and staff in other Divisions and Departments across the college and act as partner in creating cohesive teams; act ethically in all matters; networks with others; and bridge artificial boundaries between silos in the college organization.
- Respond to and resolve difficult and sensitive inquires and complaints by students, staff, faculty or the general public. Serve as resource for faculty and staff regarding student behavior and concerns.
- Act as a collaborative partner for institutions and agencies in the community such as local businesses, high schools, the Workforce Investment Board, the regional ROP, CSU and UC campuses in the region and nearby private colleges. Provide leadership and oversight for dual enrollment programs with high schools involving Division courses. Lead and participate in the activities of program advisory committees.
- Explore external funding sources for Division programs and participate as appropriate in grant writing, contract education, community education, and other resource development efforts.
- Assure compliance with local, state, and federal regulations, laws and policies. Knowledge and experience with the California Education Code and related Title 5 Regulations is desirable.
- Coordinate the academic division's efforts to recruit and retain students. Coordinate the development, review and revision of divisional publications, publicity, and other community relations activities.
- Conduct, prepare, and present a variety of organizational studies, surveys, analyses, staff reports and other necessary correspondence and reports.
- Set annual professional goals and engage in continual professional development activities.
- Teach courses as assigned.
- Perform other related duties and responsibilities as required.

ACADEMIC LEADERSHIP BY DEANS

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. 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 are 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, and Distance Education Committee.

PROGRAM REVIEW

Although we want to encourage faculty and staff involvement in Program and Services Review, it is ultimately the responsibility of the Deans and Vice Presidents to ensure the reviews are done properly and are updated annually. You must approve all Program and Services Review updates; thus, you need to be knowledgeable of all the reviews in their Divisions. 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 and work on Student Learning Outcomes and Assessment.

Program Reviews are updated on a yearly basis. Again, you will need to review the changes and may need to make suggestions before giving the Program Review your approval. You will also be responsible for ensuring that Program Reviews are updated.

STUDENT LEARNING OUTCOMES AND ASSESSMENT

Deans need 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 to implement continuous improvements. You need to be knowledgeable about the SLOA 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).

SCHEDULING PROCEDURES

SCHEDULING OF CLASSES

Information on scheduling a class/classroom as of June 2011, 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 a Dean. Scheduling classes can sometimes be a “shell game” when finding rooms, times, and faculty to teach the classes, and, most of the time, we are working with three (3), yes, three, schedules at a time.

Schedule building begins when the Curriculum and Scheduling office rolls over” the classes from one year to the next. The classes offered in Fall 2011 become Fall 2012; Spring 2012 becomes Spring 2013; Summer 2012 becomes Summer 2013, 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 semester or every few semesters; 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, or.... 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.

When a room is needed or a time change is going to be made, the first place to start is with “The Binder.” This “binder” contains all classes scheduled for a semester, both at the Fremont and Newark campuses. After the classes are rolled over, the Curriculum and Scheduling Office prints new binder pages for that term; binder pages are reprinted for that term after the printed schedule is delivered to the printer. Division offices only need to write in the binder for new classes or classes that change; classes that roll over and are not changing will automatically appear in the binder. The scheduling binder is located in the Curriculum and Scheduling Office, Room 1127 on the Fremont campus. The first Dean to “pencil in” her/his class in an available room has rights to that room at that time. If a class has not been put in the “binder” and has only been input into Datatel, but another Dean has already penciled the class in the “binder” but her/his executive assistant has not had a chance to input the class into Datatel, the “binder” wins. Now for an example:

An executive assistant, a department coordinator, or Dean writes into the “binder” a class on MW, 10:45 am-12:20 pm, Room 1402. The executive assistant does not get a chance to build the class into Datatel for three weeks, so when the class is built, a class from another division has

been built in Datatel in the same room at the same time. Since the first class was written in the binder that class gets the room; the other class will need to find a different room. Sometimes exchanges can be made with other deans to better serve the needs of the students. Division Offices are encouraged to work together to resolve room conflicts. While Datatel will allow a Division Office to schedule a class when a room conflict exists, this practice is not encouraged and can result in an actual room conflict once the semester begins. Be sure to make changes in the “binder” when any exchanges are made.

Since the binders “live” on the Fremont campus, deans at Newark are not expected to travel to Fremont merely to check the binder. The Dean or executive assistant should check Datatel (VAVR and CSPU) for room availability, and then email the Curriculum and Scheduling Office with the found room and all information pertaining to the class. The Curriculum and Scheduling Office will write in the binder on behalf of Newark staff.

You are now ready to actually build--or have your executive assistant--the class into Datatel. 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 executive 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 need to check the times also 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 Datatel, 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 Datatel, print out a copy to be used as your **Master Schedule**. The XERD Datatel 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. 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 executive 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 executive assistant. If a full-time faculty member suggests a time change for one of their classes, you will have to go to the binder to see if the room is available. If it is, make the change in the binder. 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 executive 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 Datatel, you are ready to offer classes to the adjuncts and schedule them. Print out copies of the updated schedule that has the entire full-time faculty scheduled; then, for larger departments give each of your adjunct faculty a copy. For smaller departments, you might be able to work with the adjuncts by email, or 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 turn 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. Smaller departments may not change their offerings to adjuncts each semester, so the schedule will remain fairly constant.

Your executive 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 executive assistant and department coordinator.

The Curriculum and Scheduling Office will provide a Class Schedule Production Calendar for that 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 Datatel. 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 “Datatel Access Restrictions,” and during that time the Division Office are requested to not make any changes in the schedule. After the sections have been audited and the graphic artist has formatted the classes, 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 2014 done by the end of Spring 2013). 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 make 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 2133 (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 printed, remember to review the “Enrollment Max” for each class, to ensure accuracy before registration begins.

The number of international students at Ohlone is increasing and getting them registered their first semester can be a challenge because of when they finally get to the US, take a placement test, etc. Therefore, Counselors Mandy Yip and Wayne Takakuwa reserve a few seats in various impacted classes (Math and English) for international students. This is done because incoming international students are required to take in twelve units. Many of the international students do not arrive in the United States until just a week before classes begin, so impacted classes must have spaces reserved for the students; otherwise, they would not get their twelve units.

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. After attending Ohlone, the students transfer to UC Berkeley, UC Davis, San

Jose State, etc. 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 English recommended 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.

For students who need to develop and improve their English language skills, there is the not-for-credit English Language Institute (ELI), which is under the direct supervision of William Sharar. 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 US to study. Many of the study abroad programs are held during the summer or in between semesters so faculty are not loaded for a class even though they may teach a particular class during these times of short-term programs. If a student wants credit for a class while traveling abroad with an instructor, this is worked out with the instructor before the program begins. Study abroad programs have given students the opportunity to study in China, Egypt, Ireland, England, and Australia. Currently, the longest-standing program is the study abroad program to Australia. This program allows students to travel to Sydney, Australia, and study for one semester. An Ohlone instructor travels with the student and offers two classes while other complimentary classes are taught by Australian faculty at the Australian Catholic University (ACU) in Sydney. The most important detail to remember when your fulltime faculty member takes a group of students to Australia is to load the faculty with all the classes that are taught in Sydney, not just the ones he/she is teaching because fulltime faculty must have a 100% load. The faculty is not required to have an FSA (faculty service area) in all the classes he/she is loaded for, but this is not an issue because the fulltime faculty member must have a full load.

Example: An environmental science instructor takes twelve (12) students to Sydney. Students must take at least twelve units so they register in the two classes that the Ohlone instructor teaches: ENVS-108 and ENVS-142. Two other courses that might be offered are ART-103B and ANTH-102. These courses will be taught by the Australian professors. When planning for your semester, the ART and ANTH do NOT count against any courses that you may be offering. Whichever classes are taught by the professors at the host campus abroad do not count against your WSCH/FTEF. A traveling journal class may also be offered and this is taught by an Ohlone instructor.

This is just an example of possible course offerings. The actual courses offered will be adjusted depending 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 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 fulltime 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, Kennedy, Mission San Jose, American, etc. 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 1 is, "Ohlone College Course Taught by a High School Faculty Member as Part of His or Her Regular Daytime Teaching Load;" Form 2 is, "Ohlone Course to be Taught by an Ohlone College Faculty Member On a High School Campus During the School Day;" and Form 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 registration process for the students 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 Confidential 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 executive assistant make those changes in Datatel.

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 Chancellor's Office website. You will find all minimum qualifications for all areas on the chancellor's 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 given to the high schools to help them in getting back to the college in a timelier manner.

- Sign and return to the appropriate Dean the original Ohlone College dual enrollment form/s in spring before classes begin the following fall. (For example: fall 2011 forms should be signed and returned in spring 2011 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 Dean at Ohlone College.
- Keep one copy for high school records.
- Return one copy in packet that is returned to Admissions and Records (details below.)
- Collect from student registering for an Ohlone class the following signed forms:
1) Ohlone application; 2) Ohlone College School Permission Form for 10th-12th grade Attendance; and 3) Ohlone College Student Health Center (if on an Ohlone campus)
- Make up a packet for each dual enrollment class and rubber band it together. This packet must include *in this order*:
 - Copy of dual enrollment form with any corrections such as room, instructor, time, class (ie Spanish 101A becomes Spanish 101B), etc.
 - High school class roster
 - Each student's signed Ohlone application, Permission Form, and Health Center Form (if class is taught at the Fremont or Newark campus.)
 - Turn packets into Admissions and Records by September 30 of each fall.

ENROLLMENT

ENROLLMENT MANAGEMENT

Enrollment management is a broad category that is carefully monitored not only by each Dean but by the Vice-President/Deputy Superintendent of Academic Affairs. With the Datatel interface of XEGMT, deans are able to carefully plan for each semester, under the direction of the vice-president of academic affairs. 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 by **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)

$3 \text{ (WSCH)} \times 17.5 \text{ (Standard Term Length Multiplier)} \times 35 \text{ (Students enrolled)} = 1,837.5$
 $\text{(Total WSCH)} / 525 \text{ (WSCH that equal 1 annual FTES or 30 units)} = 3.5 \text{ FTES}$

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

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

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. Currently, Ohlone's cap is roughly 8,000 FTES per year (headcount comes to approximately 15,000 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. Every few years the state funds community colleges for growth. Then, Ohlone can grow up to the new cap and take more students. This is usually easily accomplished by adding more classes; however, sometimes the state lowers our cap, so we have to cut classes—as has happened in the 2010-2011 school year.

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 = .0667 load (1/15) and one hour of lab = .0476 load (1/21). *Using the two examples from above the FTEF or loads would be calculated as follows:*

3 unit all lecture hour class

3 weekly hours of lecture X .0667 load per hour = .20 FTEF or 20% load

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

3 weekly hours of lecture X .0667 load per hour = .20 FTEF or 20% load PLUS 3 weekly hours of lab X .0476 load per hour = .142 FTEF or 14.2% load for a TOTAL FTEF of .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 the enrollment in a section will result in a higher ratio between WSCH and FTEF. Conversely, smaller class sizes will result in a lower ratio. Continuing with the examples above, here are the calculations for WSCH/FTEF with various section enrollments:

3 unit all lecture hour class (3 WSCH)

<i>Course WSCH</i>	<i>Students Enrolled</i>	<i>Total WSCH</i>	<i>FTEF</i>	<i>WSCH/FTEF</i>
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) :

<i>Course WSCH</i>	<i>Students Enrolled</i>	<i>Total WSCH</i>	<i>FTEF</i>	<i>WSCH/FTEF</i>
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 deans and beneficial for students. When sections are created in Datatel 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 Dean and faculty and usually ranges between 5-20, depending on the class, room capacity, etc. Waitlists allow students to “wait in line”, electronically for a section when it has reached maximum enrollment. Once space becomes available in a section and Admissions and Records manually runs the waitlist process, the first student on the waitlist will automatically be added into the section. 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. When the waitlist process is run by Admissions and Records, WebAdvisor initially screens the student’s to be added into the class. Students will not be added into the class if anyone of the following conditions occur:

1. Class conflicts with another class on the student’s schedule
2. Failed a prerequisite that was in progress/not completed a prerequisite

3. Exceeded the number of times allowed to take a course (2)
4. Unit overload that 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 students on the waitlist 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.

There are advantages and disadvantages to waitlists. One problem is students often assume that because they are on a waitlist, they are automatically in a class. Faculty must check their rosters daily during the add/drop period of the semester (and the day after census day). If faculty are not diligent in checking rosters during this time, students will stay in the class for the entire semester and then faculty have to add the students with late add slips which require a Dean's signature before a grade can be posted. So faculty need to be reminded to take roll everyday in class and check their rosters weekly to be sure the students in the classroom occupying a seat are actually enrolled in the class. An automatic "instructor consent" flag is set on all classes the first Friday after classes begin on Monday, but students, who are fortunate enough to get on WebAdvisor when space has opened up in a class after waitlists are no longer run, may get registered and the instructor may not want this. So, if an instructor is concerned that a student might get enrolled without his/her consent beginning the first day of classes, have your executive assistant put "instructor consent" in Datatel under the SRES screen on the Friday before classes begin. After the first week of classes this is not a problem because students may be added only with an instructor's consent. Be sure to read the Faculty Handbook that explains the waitlists to faculty. The biggest advantage of waitlists is they allow for better enrollment management planning. When classes and waitlists are at a maximum, deans may be able to add additional classes to meet student demands. For students, the biggest advantage is they are able to be "in line" for high demand classes, and when a space opens up, they get into the class without having to search daily for an open class.

FACULTY

CONTRACTS/LOADING

Fortunately for deans, we do not have to put the contracts into Datatel, but our executive assistants do, so we have to know all the ins-and-outs of the contracts. Our executive 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, etc. *Looking over the contracts and verifying that all the information is correct is imperative because we are talking about the instructors' pay whether the instructor is full-time or adjunct so contracts have to be correct—even those that are not pay-by contract must be accurate because for those few classes that still have timesheets, 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 15 units 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%. **Here are some examples:**

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	3.33%	(2.8 lab hours)
TOTAL	99.99%	(15.8 hours—must have .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) (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 units—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 Dean has his/her own unique contract issues—consult your executive 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 begin, consult the Datatel 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 fulltime instructor loads need 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:

1 unit lab: 4.67%
 2 units lab: 9.52%
 3 units lab: 14.29%
 4 units lab: 19.05%
 5 units lab: 23.81%
 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 2133 and 3201. 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: 4extra lecture units 26.67%

This means that if an instructor has a load of 20.00% for a 3 unit lecture class in 3201 in Anthropology and the enrollment goes up to 100 students as of census day, the instructor would

have a load of 46.67%. For fulltime 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 so the adjunct does not go over 66.00% a semester. Adjunct faculty may only be loaded for no more 66.67% each semester. There are rare occasions when an adjunct may be loaded for more than this for one semester, but that must be approved 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 that 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 that 66.67%. There is no difference in the loading of Distance Education (online) classes than there is for in-person classes.

For some faculty and of course for all 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.

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 Deputy Superintendent of Academic Affairs, and/or the Associate Vice-President of Human Resources authorize the reassigned or reduced workloads; these also go to the Board of Trustees for approval.

EVALUATIONS

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 units contracts. Consult these regularly because you will be asked especially 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 fulltime faculty, and two hours of flex credit may be given to any full-time faculty for each adjunct evaluation he/she completes. Deans must complete the fulltime 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 of the school year, but tenured fulltime faculty may be due in fall or may be carried over until spring of a school year.

eCAMPUS OVERSIGHT

Deans are responsible for academic oversight of fully online 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 online and hybrid course delivery, separate from traditional classroom based courses, and Deans must be actively involved in assuring these standards are met.

Online and Hybrid Classes: Federal, State and Accreditation Compliance Requirements

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

Online and hybrid classes must demonstrate and document regular and substantive interaction between students and faculty. 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 3 years beyond the last day of class. The most effective method is to please use internal messaging within Blackboard instead, as this is captured and stored by Blackboard.
- Frequency of documented interaction (Contact Hours) for online 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 must meet the following requirements:

- It must be available online.
- There should be clear instructions of when and how the instructor will maintain regular effective contact with students. This includes internal messaging, timely feedback, and regularly scheduled weekly virtual Office Hours, which are documented. Virtual office hours should take place in a recorded environment, such as CCCConfer or Go To Meeting.
- If another tool is used, steps must be taken to document those interactions.
- Explain the course attendance policy and the drop policy and inform students of all requirements.
- Include a detailed policy on handling unplanned teacher absences.
- Include details for getting eCampus and Blackboard Help with links to help pages.
- 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 Deans and the eCampus staff.

Suggested Methods of Effective Student Engagement 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.

HIRING

Within the next ten years, Ohlone will be hiring many, many new faculty because of the number of faculty that have retired since 2008. Not only do we need to hire faculty to keep in compliance with the 50% law, but we also have to fulfill our FON (faculty obligation number) which is set by the State. As of fall 2011, our FON is 119.2, but with the retirements especially in 2009-2010, and 2010-2011, we have dropped from 126 fulltime faculty to 112. Therefore, we will need to hire 7-8 new fulltime faculty beginning with the 2012-2013 school year. (In most circumstances, we would have to hire faculty to fulfill the FON for the immediate school year; however, because the most recent retirees did not announce their retirement until after April 15, the State gives us a grace period of one year to get back to our FON.) 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 a fulltime faculty salary. Therefore, hiring faculty to meet the FON is prudent. The Faculty Position Planning Committee made up of deans, faculty, and the vice-president of academic affairs is researching, getting input, evaluating, weighing, and recommending to the president which departments need and should hire the first group of new faculty. The steps and procedures to hire new faculty is extensive and time consuming but also extremely central and vital to the success of each department and the students of Ohlone College.

Hiring of fulltime 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, Corequisites, and Advisories
- Class Cancellations
- Attendance
- Deaf Students
- Office Hours
- Locked Classrooms
- Supplies
- Grades
- Inappropriate Student Behavior
- Final Exams
- Frequently Asked Questions
- Using WebAdvisor (WA) to Manage Your Records for Attendance and Grading - 17

* 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. For instance, since 2002,

the Accreditation Standards call for all section syllabi to include the official Student Learning Outcomes (SLOs) from the Course Outline of Record. This has been explained in the Faculty Handbook for the past seven years. It is important to check syllabi to make sure this requirement is being met.

50% 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, in the math lab are all on the “good side” of the 50% law. However, librarians and counselors are not—they are on the “bad side” of the law. If a faculty member has reassigned time, the percentage of their reassigned time is also on the “bad side.” Anyone else who works for the college—president, vice-presidents, deans, executive assistants, maintenance, IT—are all on the “bad side.” As a Dean, you do not deal directly with the 50% 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 and cover a variety of student needs. They come in throughout the semester from students and counselors. Petitions are usually requests from students to repeat a class for a third (or maybe fourth or fifth time). According to Ed Code—Title 5, the College will be paid for a student taking a class for a third time, but not for the fourth except in rear circumstances as mentioned below, so the approach for signing petitions should be:

- grade (D or F) and a W—student make take the class for a 3rd time, but this is the last time. The student must get a C or better and may NOT get a W.(Write on the petition—LAST TIME—and keep a copy in your files.).
- 2 grades (Ds or Fs or a combination), the student may take the class for a third time, but must get a C or better—no D or F or W.
- 4 Ws—a student may take the class one more time, but MUST get a C or better and MUST check in with a counselor on a monthly basis about the grade in the class. The class MAY NOT be taken for a fifth time.
- If a student comes with a petition to repeat the class for a 4th time after having been told he/she had to pass the class the third time—do NOT allow a repeat.

Once the petition has been signed with a copy for your files and a copy for the student, the original is sent to Admissions and Records—they will register the student, so be sure the synonym number is on the petition form. Beginning with summer 2011 because the classes have been so impacted for summer and fall 2011, Deans Walt Birkedahl, Ron Quinta and Mikelyn Stacey agreed to the following policy for students who petition to take a class for a 3rd time:

- Students must attend class the first day.

- If the instructor will allow the student in class, the student has the instructor sign an add card.
- The student then brings the add card and the completed petition to the appropriate Dean.
- The Dean will sign the petition, make two copies (one for the files and one for the student), and send the original to Admissions and Records. Again, this is the LAST time the student may take the class, so the student must get a C or better and NOT a W.

Students are always registered through Admissions and Records when petitions are submitted.

Waivers are requests from students and/or counselors to have a course from another college accepted for credit at Ohlone. Students must give deans a course description along with at 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 those from outside a United States college. 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.

ADD SECTIONS ON:

Handling student complaints about faculty

Handling student request for grade changes

Handling faculty complaints/concerns about students

Handling conflict between faculty, staff and between faculty and staff

ODDS AND ENDS

DATATEL

Datatel is the software application program that is used by Ohlone College (and several other colleges for that matter) for all software applications whether it is Human Resources, Admissions and Records, Payroll, Scheduling, etc.—it is used by all. You as Dean will need to learn and use particular screens—some screens, all 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

NAE—name, address, etc

VAVR—room availability at specific times

CSPU—detailed schedule for a specific room

CRUW—classroom usage like the one in the scheduling binder

XEMGT—enrollment planning

XERD—enrollment report

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

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 for Newark.
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 deans do not need this so there are 4 zeros set as the default.
6. **Object Code:** These last set of numbers give the exact area of the budget being charged, such as instructional supplies, adjunct faculty, fulltime faculty, etc.

There are manuals with all the budget codes and refer to those often especially when just getting started. Your executive 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 20 to 10, or 79 to 10, etc.

Whenever you have a question about a budget, you can contact Connie Teshara, Confidential Assistant (6220); she knows budgets forward and backward.

MISCELLANEOUS INFORMATION

Deans receive the Red Decal Parking Permit which allows them to park in any parking lot both at Fremont and Newark.

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

You will be asked to serve on committees of various types.

You may be involved with Ohlone for Kids, Contract Education, and/or Community Education.