Deans Handbook

OHLONE COLLEGE
UPDATED AUGUST 2019
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INTRODUCTION

Being an Academic Dean at Ohlone College is multi-faceted. As an Academic Dean you will interact with students, staff, parents, faculty and administration. You will serve as a negotiator, mediator, spokesperson, and counselor. Your role includes understanding

• curriculum and educational practices,
• loading of faculty contracts,
• maintaining the division budgets,
• scheduling, and
• employment and evaluation practices.

Each of these areas will be covered in this handbook, but much of it you will “learn-as-you-go.” The purpose of this handbook 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! You will also be a member of a seasoned team of other deans who bring experience from previous roles at both Ohlone and other schools.

In addition to being an administrator and manager, Academic Deans are relied 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.

In addition to this document, you will want to be familiar with the

• United Faculty of Ohlone (UFO) contract,
• California State Employees Association (CSEA) contract,
• Service Employees International Union (SEIU) contract,
• The Faculty Handbook.

The union contracts can be found on the Human Resources website.

https://www.ohlone.edu/hr/contracts

The Faculty Handbook can be found at

STAFF LISTING

As an academic dean, you will need to know many of the employees at Ohlone. They are your support team and can assist with the numerous process functions and problem-solving activities. This list is current as of August 2019.

<table>
<thead>
<tr>
<th>OFFICE OF THE PRESIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Gari Browning</td>
</tr>
<tr>
<td>April Merritt</td>
</tr>
<tr>
<td>Shelby Foster</td>
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<tr>
<th>ACADEMIC AFFAIRS</th>
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<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Andrew LaManque</td>
</tr>
<tr>
<td>Veronica Nevarez</td>
</tr>
<tr>
<td>Mike Bowman</td>
</tr>
<tr>
<td>Ghada Al-Masri</td>
</tr>
<tr>
<td>Sheila Holland</td>
</tr>
<tr>
<td>Lesley Buehler</td>
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<tr>
<td>Edgar Hernandez</td>
</tr>
<tr>
<td>Robert Gabriel</td>
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<tr>
<td>Vacant</td>
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<tr>
<td>Zelma Hunter</td>
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<tr>
<td>Darline Gunsauls</td>
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<tr>
<td>Nora Chopelas</td>
</tr>
<tr>
<td>Lori Silverman</td>
</tr>
<tr>
<td>Irene Benavidez</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Mark Lieu</td>
</tr>
<tr>
<td>Dana Pope</td>
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<tr>
<td>Chris Warden</td>
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<tr>
<td>Maria Rocha</td>
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<tr>
<td>Mike Leib</td>
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<tr>
<td>Mary Wilhelm-Chapin</td>
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<tr>
<td>Jackie Vetter</td>
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<tr>
<td>Kimberly Robbie</td>
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<tr>
<td>Mark Young</td>
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<td>Vacant</td>
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<td></td>
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<tr>
<td>Name</td>
</tr>
<tr>
<td>Binh Nguyen</td>
</tr>
<tr>
<td>Leigh-Anne Elizondo</td>
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<tr>
<td>Vacant</td>
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<tr>
<td>Shawna Lujan</td>
</tr>
<tr>
<td>Rosemarie Martinez</td>
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<tr>
<td>Taylor Harmon</td>
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<td>Kristi Radke</td>
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<td>Mike Leib</td>
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<tr>
<td>Nancy Navarro-Leca</td>
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<tr>
<td>Ann Burdett</td>
</tr>
<tr>
<td>Kelly Wilmeth</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Vacant</td>
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<tr>
<td>Vacant</td>
</tr>
<tr>
<td>Catherine Hayes</td>
</tr>
<tr>
<td>Rosemary O’Neill</td>
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**HUMAN RESOURCES**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Extension</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shairon Zingsheim</td>
<td>Vice President Human Resources &amp; Training</td>
<td>6201</td>
<td><a href="mailto:szingsheim@ohlone.edu">szingsheim@ohlone.edu</a></td>
</tr>
<tr>
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<td>Assistant, Vice President Human Resources</td>
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</tr>
<tr>
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</tr>
</tbody>
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**INFORMATION TECHNOLOGY SERVICES (ITS)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Extension</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Dela Rosa</td>
<td>Associate Vice President Information Technology</td>
<td>6514</td>
<td><a href="mailto:cdelarosa@ohlone.edu">cdelarosa@ohlone.edu</a></td>
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<tr>
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<td>Technical Director</td>
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</tr>
<tr>
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<td>Web Designer, Web Team Lead</td>
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<td><a href="mailto:ntu@ohlone.edu">ntu@ohlone.edu</a></td>
</tr>
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**INFORMATION TECHNOLOGY SERVICES (ITS)**

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<tr>
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<td><a href="mailto:dgarza@ohlone.edu">dgarza@ohlone.edu</a></td>
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<td><a href="mailto:sreeves@ohlone.edu">sreeves@ohlone.edu</a></td>
</tr>
<tr>
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<td>Technical Director</td>
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<td><a href="mailto:ssnyder@ohlone.edu">ssnyder@ohlone.edu</a></td>
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<tr>
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**ADMINISTRATIVE SERVICES**

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<tr>
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</tr>
<tr>
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<td>(Interim)</td>
<td></td>
<td></td>
</tr>
<tr>
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<tr>
<td></td>
<td>Services</td>
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</tr>
<tr>
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<tr>
<td></td>
<td>Services</td>
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<td></td>
</tr>
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<tr>
<td>Parker</td>
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<tr>
<td>Vacant</td>
<td>Facilities Assistant</td>
<td>6470</td>
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</tr>
<tr>
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### FOUNDATION AND COLLEGE RELATIONS

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<tbody>
<tr>
<td>Binh Nguyen</td>
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<td><a href="mailto:gasher@ohlone.edu">gasher@ohlone.edu</a></td>
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### COMMUNITY EDUCATION AND WORKFORCE DEVELOPMENT

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<tbody>
<tr>
<td>Kua Vang</td>
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<td><a href="mailto:comm_educ@ohlone.edu">comm_educ@ohlone.edu</a></td>
</tr>
</tbody>
</table>
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
  - Behavior/conduct problems including threatening, 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
- Evaluations go through Human Resources, but 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

• 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
ACADEMIC LEADERSHIP BY DEANS

At Ohlone, the deans and the faculty work together to ensure that Ohlone provides the students with a quality education. The faculty are experts in their fields and the deans depend on this expertise to ensure that the content and delivery mechanisms are relevant to our students. The deans provide academic leadership to the faculty by providing guidance in the Program Review process and reminding faculty about the need to respond to academic changes to external factors.

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. The dean should meet with the faculty to discuss ideas for specific courses and how the courses fit within the scope of both their department and the college as a whole. The dean will provide formal feedback via the CurricUNET Course Approval and Review Module.

http://www.curricunet.com/ohlone/

When reviewing courses, you will sometimes need to make suggestions before you approve the course, such as confirming all the prerequisites included. Administrative approval must be completed before Board action.

Program Review

Fulltime faculty, along with some staff and adjunct faculty are involved in the Program and Services Review process. It is 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 process. This is a three-year cycle and annually for Program Improvement Objectives (PIO). As is true with curriculum the dean should discuss the program reviews with the faculty and provide formal feedback via the CurricUNET Program Review Module.

http://www.curricunet.com/ohlone_reviews/

NOTE: All Career Education (CE) programs designated by the college/state must go through a comprehensive program review every two years. Furthermore, the advisory committee associated with each CE 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:

- Program Description and Scope
  - Is there a thoughtful and complete description of the program and its scope?
- Program SLOs & Assessment
  - Are the Program SLOs focused on what students will learn?
  - Is there an assessment plan?
  - Has there been assessment activity?
• PSLO Matrix
  o Are the Introduced (I), Practiced (P), and Mastery (M) designations appropriate?
  o Are there courses that show mastery of most or all of the program SLOs?
  o Note: Courses showing mastery of all program SLOs can be capstone courses where
    program and course assessment can be blended. Course SLO & Assessment
  o Is there evidence that course assessment is taking place and being documented?

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

• Program Improvement Objectives
  o Is there at least one PIO?
  o 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.
  o Is there an Action Plan for each PIO with adequate detail on resources needed?
  o Is there evidence of a plan to assess each PIO?
  o Has there been assessment activity?
  o Has there been an outside review process?

**eCampus Oversight**

As is true with classroom-based courses, Academic Deans are responsible for academic oversight of
distance learning and hybrid courses offered within their Divisions. 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.
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.

The two authoritative documents that will provide guidance are California Education Code section
55204 **Distance Learning and Hybrid Classes: Federal, State and Accreditation Compliance
Requirements** and Ohlone Administrative Procedure **AP 4105 Distance Education**

https://www.ohlone.edu/board-trustees/policies-administrative-procedures/ap-4105-distance-
education-administrative
COLLEAGUE AND OTHER APPLICATIONS

As a dean, you will be using several computer applications. This section provides a brief overview of the systems commonly used by deans.

General Information

Your primary login unlocks your college computer, provides access to email, and several other systems. All of the applications are accessed through the Applications Jump Page

http://webapps.admin.ohlone.edu:8012/

The Jump Page is only available when connected to the admin network (directly or via VPN). Some of the applications are also available when you are not on the admin network. The following table gives a brief summary. A description of the services follows the table.

<table>
<thead>
<tr>
<th>Application</th>
<th>Log In</th>
<th>Admin Network or VPN required</th>
<th>Purpose</th>
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<tbody>
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<td>Canvas</td>
<td>Primary</td>
<td>No</td>
<td>Department and course shells</td>
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<td>Ohlone_1</td>
<td>Primary</td>
<td>Yes</td>
<td>Network Storage</td>
</tr>
<tr>
<td>Parking Permits</td>
<td>Primary</td>
<td>No</td>
<td>Parking Permits</td>
</tr>
<tr>
<td>People Admin</td>
<td>Other</td>
<td>No</td>
<td>HR applications</td>
</tr>
<tr>
<td>SchoolDude</td>
<td>Primary</td>
<td>No</td>
<td>Work orders, including IT</td>
</tr>
<tr>
<td>Webadvisor</td>
<td>Primary</td>
<td>No</td>
<td>Approvals/Pay notifications</td>
</tr>
</tbody>
</table>

Canvas

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 used as the interface for most Ohlone distance education and hybrid courses. Canvas is also used by academic departments that standardize materials for all faculty.

Colleague

Colleague is the application used for all enterprise software applications, including Human Resources, Admissions and Records, Payroll, and Scheduling. See the appendix for a list of reports commonly used by the deans.

Curricunet

Curricunet is an external site with two modules, serving as the home for curriculum and program review documents. Faculty are responsible for creating and maintaining the files. Academic deans have an approver role in both systems.

EMS

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 to reserve rooms for scheduling purposes.
**Informer**
Informer is reporting software. Various departments, including research and planning, have developed 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 major advantage in using Informer is the ability to export data from Colleague and import it into Excel. For a list of other reports often used by academic deans, see appendix.

**Office365**
Office365 provides access to the web interface for Ohlone email, the Microsoft web applications and Microsoft OneDrive

**Parking Permits**
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. The system allows for requests of up to one month in advance of the date of the permit. If you need a permit for more than ten people or for longer than three days, contact Campus Security.

**People Admin**
People Admin is the system housing employment announcements and applications.

**SchoolDude**
SchoolDude is the system for submitting and tracking work orders for both facilities and IT requests.

**WebAdvisor**
WebAdvisor is the web interface for Colleague. 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. Staff use WebAdvisor to view pay advices and check on vacation and sick leave balances.

As an administrator, you will use WebAdvisor to approve WebTimeEntry (WTE) for workers and to approve purchases. You can also use WebAdvisor for quick budget summaries for your area.
SCHEDULING PROCEDURES

Scheduling Classes
Information on scheduling a class/classroom as of August 2019 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.

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. 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.

Booking a Room
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.
Each dean has priority over certain rooms. The list is available in the appendices and can also be obtained from the Curriculum and Scheduling Office. If another dean has priority over the room you are planning to use, 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 have your administrative assistant build the class in Colleague. When building a class always refer to the “Scheduling Patterns Using the 50-Minute Hour” document (see appendices) 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. Once you have set the schedule, remind faculty that they also need to check the times because sometimes mistakes are made. A few 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). 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 are 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. Math class capacities are set between 40-45. Classes may also be stacked, allowing multiple sections to be scheduled at the same time.

There are two general use classrooms on the Fremont campus that will accommodate a larger than normal number of students; those classrooms are 1302 (capacity 159) and 2202 (capacity 74). 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

International Education
The International Education Program allows students from many different countries enroll at Ohlone in order to achieve their educational goals. “International Student” refers to a student on an F-1 Student Visa. 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.

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
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.

Faculty who wish to create a study abroad program should work with their dean and submit the proposal to the international education committee.
DUAL ENROLLMENT CLASSES

Dual enrollment covers a range of opportunities for high school students to take college classes. Ohlone classes may be offered at the high school during the school day (dual credit) or after school, or on the Ohlone campus. Dual enrollment provides high school students the opportunity to complete college credits that are typically transferable and unlike Advanced Placement courses, the credit is not dependent on scoring a certain level on the final exam. Dual enrollment classes taught in the high schools are governed by an MOU with each high school district that includes requirements for open access (in some cases) and minimum qualifications of faculty. Deans are encouraged to suggest courses to the HS district that might be beneficial to high school students. Ohlone classes are currently offered at these local high schools: American, Irvington, John F. Kennedy, Logan, Mission San Jose, Newark Memorial, Robertson, and Washington.

There are three different strategies for offering dual enrollment courses, as summarized in the following table.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Course Type</th>
<th>Instructor</th>
<th>Load/Pay</th>
<th>Location</th>
<th>Who receives apportionment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ohlone College</td>
<td>High school Faculty</td>
<td>Part of faculty load, paid by high school</td>
<td>High school</td>
<td>Ohlone receives some, high school gets ADA</td>
</tr>
<tr>
<td>2</td>
<td>Ohlone College</td>
<td>Ohlone Faculty</td>
<td>??</td>
<td>High school</td>
<td>Ohlone</td>
</tr>
<tr>
<td>3</td>
<td>Contract Education</td>
<td>High school Faculty</td>
<td>Part of faculty load, paid by high school</td>
<td>High school</td>
<td>Ohlone receives some</td>
</tr>
</tbody>
</table>

While the student registration process is the same for all three strategies, there are three different dual enrollment forms, all available on the academic affairs website.

[https://www.ohlone.edu/academicaffairs/dualenrollment](https://www.ohlone.edu/academicaffairs/dualenrollment)

Make sure to complete the appropriate Dual Enrollment Form the semester before the class is offered (see below) and send 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 must keep a copy for your files. The high school may have made changes as to time, room, or instructor. Your administrative assistant should make those changes in Colleague.

All teachers at the high schools who are teaching an Ohlone class 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.
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 2019 forms should be signed and returned in Spring 2019 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 high school 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.
  o 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.
  o 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.
  o The student must complete the Student Health Form to be included in the Admissions package.
  o 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.
  o If the student is not a U.S. citizen, documentation showing their immigration status is required.
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).

FTES and WSCH

The major source of revenue from the state to community colleges is apportionment based on FTES. Ohlone gets approximately $3800 for each FTES. FTES is calculated from WSCH using the formula

\[ FTES = WSCH \times \text{Number of Students} \times 17.5 \div 525 \]

where 17.5 is the term length multiplier and 525 is the number of WSCH per FTES.

- 3-unit lecture hour class (3 WSCH) with 35 students
  \[ FTES = 3 \times 35 \times 17.5 \div 525 = 3.5 \]

- 4-unit class with 3 lecture hours and 3 lab hours (6 WSCH)
  \[ FTES = 6 \times 35 \times 17.5 \div 525 = 7.0 \]

The State gives each community college an enrollment target (or cap) which is the number of FTES to be funded. Ohlone’s cap is approximately 7500 FTES per year. If we go over our cap, we do not get paid for the extra students. 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.

FTEF

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 = 1/15 of a fulltime load = 0.0667 load and one hour of lab = 1/21 of a fulltime load = 0.0476 load.

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

- 3-unit lecture hour class
  \[ FTEF = 3 \times 0.0667 = 0.20 = 20\% \]

- 4-unit class with 3 lecture hours and 3 lab hours
  \[ FTEF = 3 \times 0.0667 + 3 \times 0.04676 = 0.342 = 34.2\% \]
WSCH/FTEF is a common measure of efficiency or productivity. Continuing with the examples above, here are the calculations for WSCH/FTEF with various section enrollments:

- **3-unit all lecture hour class (3 WSCH)**

<table>
<thead>
<tr>
<th>Course WSCH</th>
<th>Students Enrolled</th>
<th>Total WSCH</th>
<th>FTES</th>
<th>WSCH/FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>25</td>
<td>75</td>
<td>0.20</td>
<td>375</td>
</tr>
<tr>
<td>3</td>
<td>35</td>
<td>105</td>
<td>0.20</td>
<td>525</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>120</td>
<td>0.20</td>
<td>600</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course WSCH</th>
<th>Students Enrolled</th>
<th>Total WSCH</th>
<th>FTES</th>
<th>WSCH/FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>25</td>
<td>150</td>
<td>0.34</td>
<td>441</td>
</tr>
<tr>
<td>6</td>
<td>35</td>
<td>210</td>
<td>0.34</td>
<td>618</td>
</tr>
<tr>
<td>6</td>
<td>40</td>
<td>240</td>
<td>0.34</td>
<td>706</td>
</tr>
</tbody>
</table>

**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:

- Class conflicts with another class on the student’s schedule
- Student failed a prerequisite that was in progress/not completed a prerequisite
- 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
- Exceeded the number of times enrolled because they are registered in a different section of the same course
- 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. 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.

There are several reasons why an add code may not work.

- If the student has received an error message from the list,
  - Student must update profile
  - Course overlaps with another class
  - Prerequisites have not been cleared
  - Class will put student into an overload status
  - Student must apply
  - Student is on Academic Probation
  - Student owes fees or fines

  These messages are not add code related. The student must resolve these issues before the last day to add with an add code.

- If the student receives a message that states “You cannot register at this time.”
  - Student is attempting to enroll in an early start class after the last day to register.
  - Student is attempting to enroll in a class after the last day to add a class with an Add Code.
  - Student is attempting to enroll in a term that is already closed.

- Add codes will not work before the first day of class.
- The course is filled to capacity. The instructor must drop students and/or contact the Academic Dean and the Administrative Assistant to request that the enrollment cap be increased to accommodate the additional students.
- If the course is cross-listed with another course, the combined enrollment for both listings must be checked. Also, the student may only use the add code 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.

Census Rosters and Late Adds
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.

Enrollment 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 and Loading

While the administrative assistants enter the faculty loads into Colleague, the dean is responsible for reviewing the contracts and ensuring the loads (and overloads) are correct. Verifying that the information is correct is imperative as this impacts the instructor’s pay. This also applies to those faculty who are not pay-by contract. 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. Full-time faculty member should have a load of 100%--or as close to that as possible.

- Example 1:
  - MATH-101B  33.33% (5-unit lecture class)
  - MATH-159  33.33% (5-unit lecture class)
  - MATH-156  20.00% (3-unit lecture class)
  - One Lab Hour  13.33% (2.8 lab hours)
  - Total  99.99%

- Example 2:
  - 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  99.99%

- Example 3:
  - 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-117B-02  26.67% (overload for 96+ students—as of census )
  - Total  106.67% (paid for 26.67% lecture overload)

Each division has his/her own unique contract issues—consult your administrative assistant(s).

While Colleague will assign loads to faculty contracts, you may find it useful to be familiar with the following conversion between units and load. It is based on the full load being 15 lecture units or 21 lab units.

<table>
<thead>
<tr>
<th>Units</th>
<th>LEC load %</th>
<th>LAB load %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6.67</td>
<td>4.67</td>
</tr>
<tr>
<td>2</td>
<td>13.33</td>
<td>9.52</td>
</tr>
<tr>
<td>3</td>
<td>20.00</td>
<td>14.29</td>
</tr>
<tr>
<td>4</td>
<td>26.67</td>
<td>19.05</td>
</tr>
<tr>
<td>5</td>
<td>33.33</td>
<td>23.81</td>
</tr>
</tbody>
</table>
Faculty who teach large lecture classes are also given the opportunity to get overloads. There are only two general purpose classrooms on the Fremont campus that can accommodate the overload; they are 1302 and 2202. 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:

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Extra LEC units</th>
<th>Extra LEC Load %</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 – 80</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>81 – 95</td>
<td>3</td>
<td>20.00</td>
</tr>
<tr>
<td>96 +</td>
<td>4</td>
<td>26.67</td>
</tr>
</tbody>
</table>

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. 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 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%.

For some faculty and student workers, you will have timesheets to sign at the end of every month. During the fall and spring terms, this is usually done via web-time-entry (WTE) on Webadvisor. During the summer both WTE and paper timesheets are used.

Reassigned workloads are arranged for several different reasons such as department coordinators, Faculty Senate President, and Curriculum Committee Chair. Reduced workloads may be for medical reasons, child-rearing, retirement, etc. The Vice-President of Academic Affairs, and/or the 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. 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. We are legally required to do so to comply with the 50% law and fulfill our state-set faculty obligation number (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 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 hiring of full-time faculty is a lengthy committee process. Because the hiring process must comply with Title 5, consult with Human Resources as to the current process and the steps you must follow.

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. The handbook includes the following information:

- Course Outlines and 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 learning center 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 harassment and/or discrimination, the Vice President of Academic Affairs and the Associate Vice President of Human Resources should be contacted for assistance.

**Handling student request for grade changes**

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 formal 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.

**Handling faculty complaints/concerns about inappropriate student behavior**

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 as a good reference for handling such issues.
BUDGETS
The college budget is available on the Business Services website.
https://www.ohlone.edu/businessservices/budget

The budget is allocated into several funds, with Fund 10 being the General Fund. All divisions have a Fund 10 budget. Depending on your areas, you may also have money in other funds.

Budget codes use the format

00 - 0 - 00 - 00000 - 0000 - 00000

1. **Fund:** The field (10, 20, 21, 79—etc.) is the budget itself: general fund, grant, categorical of some type, ASOC.
2. **Location:** This field 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:** This field refers to specific office or department, such as 15000 for English or 68201 for community education.
5. **Project Code:** This field is used for certain specialty areas, such as community education. Typically, this field is set to the default of 0000.
6. **Object Code:** This field gives the budget being charged, such as instructional supplies, adjunct faculty, full-time faculty, etc.

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. You can transfer money within a specific fund to different activity codes. The division assistant can help you in this process.

Resources
- **Colleague:**
  - GLSA: provides a detailed view of your budget
  - GLTB: Acts like a checkbook register, showing transactions for each budget code
  - PINQ: look up the status of a purchase order
- **Informer:**
  - ACCT - Activity Descriptions
  - ACCT - Object Descriptions
- **Webadvisor:** Under the Employees tab, a dean may access a quick summary of their own division budget.

Instructional Equipment
Academic Affairs (Vice President/Assistant) manages instructional equipment categorical funds. These funds are used for the repair or replacement of instructional equipment and cannot be used for instructional supplies. Equipment and supplies 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.

### Categorical Funding and Grants

There opportunities to obtain funds other than from the general fund. Recent funding from the Chancellors Office has including categorical funding for Strong Workforce (SWF) and Student Equity (SEA). Federal programs include Perkins grants and National Science Foundation (NSF) funds. The list of available funding is constantly changing and the requirements are specific to each program. For the most recent information, consult with the Vice-President of Academic Affairs.
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.
APPENDICES

- Informer
- Colleague
  - Commonly Used Reports
  - CSPU
  - CSSC
  - GLSA
- Deans Job Description
- Glossary
**INFORMER**

Informer reports pull data from Colleague and exports it to a .csv file for manipulation in Excel.

<table>
<thead>
<tr>
<th>Name</th>
<th>Action</th>
<th>Example/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT-Activity Descriptions</td>
<td>Describes the meaning of the &quot;activity&quot; section of the budget code</td>
<td>68420 returns &quot;Perkins/VTEA&quot;</td>
</tr>
<tr>
<td>ACCT-Object Descriptions</td>
<td>Describes the meaning of the &quot;object&quot; section of the budget code</td>
<td>54310 returns &quot;Instructional Supplies&quot;</td>
</tr>
<tr>
<td>XEMGT</td>
<td>Creates a report of all enrollment data. Can be used to get enrollment data from prior semesters.</td>
<td>Used extensively for monitoring enrollment. A saved copy is created and stored on the server every morning so that you do not need to run the report yourself.</td>
</tr>
<tr>
<td>???</td>
<td>Creates a list of students in a class along with email addresses.</td>
<td>Useful for emailing students when cancelling class.</td>
</tr>
</tbody>
</table>
COLLEAGUE

The following is a list of Colleague codes commonly used by the deans (first group) and the division assistants (second group). Specific information for some of the first group is given in subsequent pages.

**Used by both deans and division assistants:**
- CSSC  Course Section Schedule (shows who is teaching labs).
- CSPU  Course Space Utilization
- GLSA  
- XSEC  
- XERD  Department Enrollment Report
- XFWLR  Faculty Workload report

**Used by primarily by division assistants:**
- ASCI  Additional Section info
- CRSE  Course(s)
- CRUW  Classroom Usage Worksheet, specify day or week needed.
- ENST  Enrollment Statistics
- FASC  Faculty Section Assignment
- FCSI  Faculty Workload Inquiry (shows instructor’s schedule, time, day, room, etc.)
- FCTY  Faculty screen used to enter faculty into Colleague
- FGRN  Lookup grades
- FWKL  Faculty Workload Inquiry
- LOCR  Student Locator
- SECT  Section
- SFIN  Section Financial Information
- SOFF  Section Offering Info
- SRES  Section Restriction
- SRGD  Section Registration Date ranges
- SROS  Section Roster
- SRSI  Student Roster Section Inquiry
- STAC  Student Academic Credit (history)
- ST-NAE  Name & Address entry
- STPE  Student Petition (Instructor consent waiver)
- STSC  Student Schedule
- SXRF  Section Cross-listed
- TEST  Test Scores – Waiver entered (Once you entered the waiver is cannot be removed)
- TSUM  Test Scores Summary (waivers & test scores and dates entered can be found here)
- XAUC  Add Codes
- XSRR  Registration Readiness
CSPU

CSPU shows room usage. By default, CSPU shows cancelled classes, however, they can be hidden.

At the bottom of the first CSPU screen, type “Y” in the “Additional Selection Criteria” box.

On the next screen, enter “With” in the first box and “csm...” (three periods after csm) in the second box.

This will bring up a list of options. Double-click on item 51 in the list.

Next enter “NE” in the third box and “ 2” in the last box. Be sure to put the quotes around the 2.

The resulting CSPU report shows classroom use and hides cancelled classes.
**CSSC**

The CSSC report is similar to XSEC, giving the class schedules for a department. The difference is CSSC shows both the lecture and lab instructors. Using the “SE” sort selection sorts the courses by section number rather than synonym number.
GLSA
The GLSA report gives detailed budget information for any account.
Enter the year information (2017-18 is Fiscal year 2018)
Under Include Accounts enter “A” for All Statuses
For the GL Account Definition, click on the magnifying glass

This will bring up the following screen
Under Select/List, click the magnifying glass again to bring up the following screen

For each row you want to include, type “i” and then any specifics
In this example, since no funds are specifically listed, all appropriate funds are included in the output.

Be sure to enter “n” in the bottom box. This brings you back to the previous screen.

In the “Sort” field, click on the magnifying glass for a third time to bring up the following screen.
Type “Y” for any category you want to sort by. Mark #5, GLS ACTIVITY, and then see if the report is what you want.

Hit “Save All” to bring to the following screen.

After the warning, enter “y” in the bottom box and hit “Save All” again.
This bring the final screen

Use “H” for the output device and then “Save All”

To get a pdf report, use Export to pdf with the configuration “Landscape” and 8 point font.
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
• 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.

• 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.
GLOSSARY
Need to insert a glossary of terms