

# Academic Deans Handbook

(Revised July 1, 2023)



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# INTRODUCTION

Serving as an Academic Dean at any community college is multi-faceted, complex, and incredibly rewarding. It can be both exhausting and exhilarating. As a dean, you may sometimes struggle to keep up with the demands of the job, work long hours with limited flexibility in your schedule, and even sacrifice personal needs for the demands of work. It is important that you work to manage stress and take care of yourself. As one of our colleagues is fond of saying, “this is a marathon, not a sprint.”

You are not alone on this journey of service. You have a team of other deans and a Vice President of Instruction who are there to support you. You will also find personal reward in mentoring faculty and staff, advocating for resources to strengthen academic programs, inspiring and cultivating future administrators, and meeting student needs. You will also have the opportunity to participate in and lead important institutional projects and initiatives that lead to improved student access, engagement, and success. You will enjoy the opportunity to establish valuable partnerships with community members and business leaders.

As a middle manager, you are just that -- in the middle. You navigate between faculty and executive-level leadership, working closely with both. However, being an Academic Dean at a California Community College (CCC) is arguably more complex than being a dean in other states because of the legislative oversight (California Education Code and Title 5), codified participatory governance (AB 1725), strength of collective bargaining units, interactions with Board of Trustees members (particularly within a single college district), and a myriad of other factors that make being a CCC dean particularly exciting and simultaneously challenging.

As an Academic Dean, you will interact with many different people on a daily basis. 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, even between parents and faculty. You have to be an expert in course scheduling, understand the curriculum, and know how to properly load contracts for each of your departments and faculty. You have to understand the budgets from different funding sources like funds 11 and 12 as well as categorical programs and grants. You need to understand various GL codes under each of these funds, be an expert in scheduling, and navigate and operate within Colleague (Datatel). You need to know the California Education Code and Title 5 regulations, TOP Codes, SAM codes, SOC codes, FON, FTES, FTEF, WSCH, Petitions and Waivers, Study Abroad operations, contracts, the hiring process for adjuncts as well as full-time, which include PAFs, minimum qualifications and so on—too much to list here. Some, if not most, of each of these areas will be covered in this handbook, but much of it you will “learn-as-you-go.”

The 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 College of the Canyons. 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! Also, during your first year you will be assigned one or more mentors. These individuals will be essential to help you navigate college processes, learn the institutional climate and culture, and simply be a willing and empathetic ear to go to for advice and assistance.

Finally, in addition to being an administrator and manager, Academic Deans are also looked upon for academic leadership at the college by both the executive staff and by faculty. The sections of this handbook on Curriculum, Program Review, Student Learning Outcomes and Assessment, and Distance Education cover the Academic Dean’s role in these important academic responsibilities. The Job Description of an Academic Dean in the handbook gives a comprehensive list of responsibilities and duties, and shows how important it is for Academic Deans to be able to handle the roles of leadership, administration, and management. You’ll want to read each of the three bargaining agreements on the [Human Resources “Collective Bargaining Agreements” webpage](#). Also, be sure also to read the *Adjunct Faculty Handbook*, which is available on the [Instruction Office website](#) under the Adjunct Information area. It has a wealth of information about the campus, the mailroom, etc.

# ***I. Duties and Responsibilities***

Under the supervision of the Assistant Superintendent/Vice President of Instruction, the School Dean does the following:

- Leads and directs the operations of the School.
- Leads the development of new programs and curriculum in response to evolving industry needs.
- Engages faculty in formulating best pedagogical and andragogical practices that promote the principles of diversity, equity, inclusion, and antiracism in support of student learning, emphasizing student success and facilitating continuous improvement of programs and services.
- Ensures compliance with local, state, and federal laws and regulations.
- Manages, coordinates, develops, evaluates, and executes a variety of programs, projects and activities using a guided pathways framework. Conducts regular meetings with faculty within the School.
- Participates on a variety of campus-wide projects and committees.

Additional assignments may be added or deleted, based on district or community needs, within the scope of this position.

## **A. Management Rights and Duties**

(from Liebert-Cassidy-Whitmore Law Firm Training)

- Management rights should be regarded as more of a shield than a sword.
- Areas in the employer-employee relationship that are not subject to negotiations:
  - Set standards and level of service
  - Determine means and methods of operations
  - Hire, promote, transfer, and assign employees
  - Direct and manage the work of employees
  - Evaluate performance of employees
  - Determine hours of operations
  - Establish standards of productivity (BUT negotiate the effects of the decision)
- First Line Supervisor's Role
  - Ensure implementation and protection of management rights
  - Know contents of Collective Bargaining Agreements (CBAs)
  - Failure to exercise the rights of management may establish a past practice
- Participatory Governance
  - Interplay between organization rights and participatory governance obligations
  - Distinction between matters that are and are not mandatory subjects of bargaining under EERA. Participatory governance should not intrude on the collective bargaining relationship.

- Past Practice - Definition and Reversal
  - An ongoing reaction to recurring types of situations mutually accepted by both the employee association and management.
  - Even “mistakes” can constitute past practice.
  - Can a past practice be changed or reversed?
    - If the CBA is clear and unambiguous, the District can go back to the CBA language without negotiations and change past practice.
    - Past practice within the scope of bargaining:
      - Provide reasonable notice and an opportunity to negotiate
      - Watch for zipper clause
      - Publicize intent
      - Allow for time to adjust
    - Past practice not within the scope of bargaining
      - Provide reasonable notice and an opportunity to discuss
      - Publicize intent
      - Allow for time to adjust
  - If the past practice affects a group outside of a bargaining unit, simply provide reasonable notice of the change.
  
- Employee Grievances (Also see Conflict Resolution in part III)
  - Often arise from interpretation of the CBA
  - Definition of a grievance: violation of a clause of the CBA. In other words, if the subject is not covered in the CBA, it is not grievable by the union.
  - Pay special attention to timelines for response/resolution
  - Practical advice:
    - Prepare for the meeting
    - Listen carefully at the meeting
    - Get the facts/investigate
    - Issue a written response after the meeting
    - Follow up
    - **DO NOT SETTLE A GRIEVANCE WITHOUT FIRST NOTIFYING HR.**
  
- Employee Evaluations (Please find Employee Evaluation Forms/Instructions [HERE](#))
  - One of the supervisor’s most important tasks
    - Ongoing process - always provide feedback
    - Perform evaluations regularly, completely, with detail and honesty
    - Frequency (Ed Code 87663)
      - Probationary faculty: at least once per academic year
      - Tenured faculty: at least once every three years
      - Temporary (adjunct) faculty: at least once every six semesters
  
- Methodology
  - Establish the criteria for the evaluation (as per CBA)
  - Gather and document your observations
  - What you write is what you will say in the face to face meeting
  - Make your comments factual and clear
  - Note accomplishments as well as negative performance issues

- Implementing the Disciplinary Process
  - Progressive Discipline
    - Verbal reprimand
    - Written reprimand
    - Suspension
    - Demotion
    - Termination

NOTE: the steps in a progressive disciplinary action need not be followed in cases of workplace violence, sexual misconduct, and illegal activity.

- Without the steps in progressive discipline, no outcome can be upheld
  - Did employee have advance warning that the conduct could lead to discipline?
  - Where applicable, did the District apply progressive discipline?
  - What is “good cause”? Did the District conduct a fair, objective investigation?
  - Is the discipline reasonable?
    - Does the punishment fit the crime?
    - Consider the employee’s past service, as well as mitigating or aggravating circumstances
    - Is the penalty comparable with those imposed on other employees for the same/similar conduct within the District?
- Personnel Files
  - Human Resources handles all matters related to personnel files. A supervisor’s “unofficial” file is discoverable.
- Hostile Work Environment
  - SB1300 - Effective 1/1/19
    - An employer may also be responsible for the acts of nonemployees, with respect to sexual harassment of employees and other specified persons, if the employer, or its agents or supervisors, knows or should have known of the conduct and fails to take immediate and appropriate corrective action.

## **B. Representative Duties of Deans at COC**

### **1. Supervision of Faculty and Staff and Handling of Personnel Issues**

- a. Leads Processes Related to Hiring, Orienting, Scheduling, and Evaluating Faculty and Staff. Ensures compliance with faculty Collective Bargaining Agreements, AB 1725, Education Code, Title V, college policies, and accreditation rules and regulations. Promotes, encourages, and provides opportunities for staff development and participation in community outreach activities.
- b. Serves as the First-Line Administrator in Resolving Student Complaints Involving School faculty and Staff. Refer to the Student Grievance process in the College Catalog.
- c. Organizes and leads School/ Division meetings; facilitates group discussions and involves faculty and staff in idea generation, goal setting and decision- making.



## **2. Management of Overall Operations of the School**

- a. Oversees the development of the schedule of classes in collaboration with Department Chairs. Takes into consideration the recommendations from department chairs and works with staff to produce accurate schedules, program and catalog information, and multi-year instructional plans. Reviews with faculty the selection and approval of textbooks, supplies, materials, equipment purchases and maintenance requirements. Maintains an accurate inventory of all capital equipment and up-to-date contracts with offsite educational locations, clinical sites, and other educational-related vendors.
- b. Reviews the curriculum of disciplines within the School. Ensures assessment and analysis of learning outcomes. Reviews and evaluates department course development and modifications, as well as facilitates course approval through regular curriculum review processes for credit and noncredit classes. Develops marketing strategies for credit and noncredit classes, as well as Community Education offerings.
- c. Conducts needs analyses, market surveys and other research to identify viable and sustainable courses, programs and majors not currently offered. Works collaboratively with deans, department chairs, faculty and other relevant staff and external agencies to implement quality programs into the curriculum and schedule of classes.
- d. Plans, develops, and oversees program budgets and expenditures. Strategically allocates resources to support school needs. Identifies and secures outside funding opportunities, as needed, for the School. Coordinates the procurement and execution of grant and contract funds by preparing grant applications, budgets and reports for local, state and federal grants. Prepares and submits all related financial reports for related funds in a timely manner.
- e. Upholds policies and procedures as required and stipulated in various college documents, including but not limited to board policies and administrative procedures, program certification and accreditation standards, articulation agreements with colleges and universities, and local, state and federal guidelines.
- f. Reviews departments' program review submissions and prioritizes budget augmentation requests.
- g. Develops the strategic plan and program review for the School with input from department chairs and program supervisors. Plans both short-term and long-term goals for the school as well as the impact of new program offerings.
- h. Supports innovation and continual improvement of programs. Recommends changes to maintain and enhance the relevance of the School programs.
- i. Promotes and markets the instructional programs of the School, as appropriate. Works collaboratively with programs and faculty to establish partnerships and linkages with business, industry, and community organizations in the procurement of internship opportunities.

### **3. Participates in the Accreditation Process**

- a. Monitors and communicates relevant changes in accreditation standards to the Office of Instruction. Conducts educational research and participates in college committees. Prepares reports for state licensing boards, grants and contracts, program and college accreditation, including contributing to the College's self- evaluation reports.

### **4. Develops and Maintains Relationships**

- a. Relationships with regional educational institutions, and appropriate community-based organizations related to disciplines/programs within the School/Division.
- b. Assists faculty in the development of advisory committees (when applicable.)

### **5. College Services**

- a. Works closely with College services such as financial aid, tutoring, counseling and other programs and services for students.

### **6. Campus Wide Committees**

- a. Serves on Campus-wide Committees including the Deans Council, Instructional Advisory Council (IAC), College Planning Team (CPT), Enrollment Management, Full Cabinet, PAC-B, Management Advisory Council (MAC), CASL, (IE)<sup>2</sup>, and program advisory groups. Participates in professional organizations.

### **7. Performs Other Duties, as assigned**

- a. Start of the Semester Checklist
  - Faculty should submit their syllabi to the school's administrative assistant no later than 15% into the term. In general, this means by the second week of a 16-week term.
  - Ensure that all grades are submitted in a timely fashion
  - All faculty office hours should be posted and submitted to the school's administrative assistant no later than 15% into the term. Faculty must click on this link to enter your office hours:  
<https://appi.canyons.edu/Offices/AcademicAffairs/FacultyOfficeHourSystem>
- b. End of the Semester Checklist
  - Ensure that all grades are submitted in a timely fashion
  - Ensure that all evaluations have been completed, signed off, and submitted to HR
  - Ensure that all positive attendance rosters have been submitted to A&R
- c. Standing Committees/Meetings (see Appendix B). See the Academic Senate website for most of the Committee information.

## ***II. Important Policies and Procedures***

### **A. Board and Administrative Policies**

All board policies can be found @ <https://www.canyons.edu/administration/board/policies/>

Board policies most relevant to deans:

- ✓ Instruction:  
<https://www.canyons.edu/administration/board/policies/4000academicaffairs.php>
- ✓ Student Services:  
<https://www.canyons.edu/administration/board/policies/500-5000studentservices.php>
- ✓ Human Resources:  
<https://www.canyons.edu/administration/board/policies/7000humanresources.php>

### **B. Participatory Governance (Collegial Consultation)**

In 1988, California’s AB 1725 required participatory governance in California’s community colleges. The intent of AB 1725 was to enhance the image of community colleges and philosophically separate it from the K-12 system, increase financial support for the system, and develop a more unified and inclusive governance system. The goal of the legislation was to move to a collegial model of governance, where faculty is more involved in college decision making in faculty-related areas.

Why participatory governance? Participatory governance encourages the inclusion of diverse viewpoints, leverages the expertise and analytical skills of many, provides increased leadership opportunities, promotes trust and cooperation, provides opportunities for conflict resolution, and increases commitment to implementation. However, participatory governance is not without its challenges. It provides opportunities for participation by individuals with limited expertise, can require considerable time for decision-making and implementation, can be costly for districts as participation requires time away from other duties, and can result in potential conflict if the board/designee rejects recommendation by the group. Still, the benefits of participatory governance outweigh the challenges. Academic deans who do not embrace participatory governance and choose a top-down approach to management and leadership are unlikely to be successful in their role.

The faculty-related areas noted above are often referred to as the “10+1” and should be identified by each California community college district’s board policies. Administrators should review and understand that policy and the ramifications of the “10+1” faculty responsibilities as they limit what administrators have authority over.

### **C. Academic Senate (10+1)**

<https://www.canyons.edu/administration/academicsenate/index.php>



## “Rely Primarily” vs. “Mutual Agreement”

The Academic Senate serves as the official voice of the faculty in academic and professional matters. Pursuant to California Administrative Code of Regulations - Title 5, Section 53200, the Academic Senate is a faculty organization whose primary function is to make recommendations to the Board of Trustees on 10+1 academic and professional matters. Each local Academic Senate works with its local Board of Trustees to establish policy determining on which of the responsibilities the Board will rely primarily upon the advice of the Senate and on which of the responsibilities the Board will reach mutual agreement with the Senate.

At COC, those matters in which the Board of Trustees will **rely primarily** upon the advice and judgment of the Academic Senate are:

1. The development of curriculum, including the establishment of prerequisites and planning of course disciplines;
2. The determination of degree and certificate requirements;
3. The establishment and review of grading policies;
4. The establishment of standards and policies regarding student preparation and success;
5. The appointment of faculty members to District and College committees;
6. The establishment of policies, procedures and programs for faculty professional development activities (excluding financial expenditures for faculty development);
7. The development of processes for program review.

At COC, those matters in which the Board of Trustees and the Senate obligate themselves to reach mutual agreement resulting in written resolution, regulations or policy are:

1. The development of new educational programs;
2. District governance processes except #5 above;
3. The delineation of faculty roles and involvement in accreditation processes (including the development of the self-study and strategic plans updates);
4. Financial policies of faculty professional development activities;
5. The determination of processes to be utilized in institutional planning and budgeting and;
6. Other academic and professional matters.

See also, [Board Policy 7215](#), Academic Senate Participation in Collegial Consultation

If you are unfamiliar with California Community College system and AB 1725, consider reading the 1998 document “[Participating Effectively in District and College Governance](#)” produced jointly by the Academic Senate for California Community Colleges (ASCCC) and the Community College League of California (CCLC). The ASCCC and CCLC also created scenarios to illustrate [effective participation in district and college governance](#).

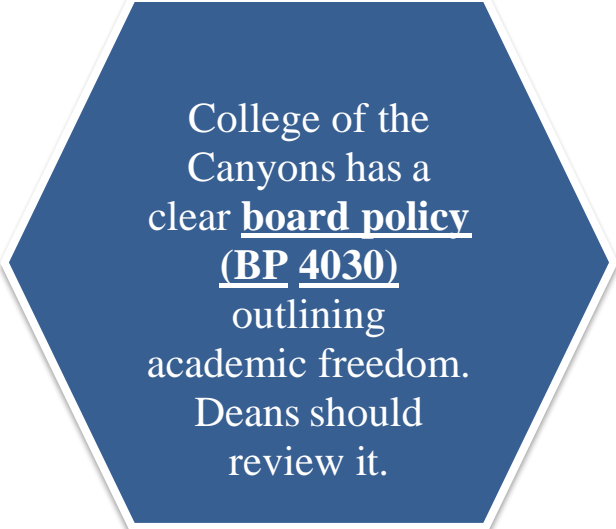
The [Academic Senate for California Community Colleges](#) is an excellent resource.



## D. Academic Freedom

- ✓ The American Association of University Professors (AAUP) has long been considered the authoritative voice on academic freedom on post-secondary education. If you have never read the [1940 Statement of Principles on Academic Freedom and Tenure](#), you might start there. Extracted below is an excerpt on Academic Freedom from that statement:
- ✓ Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- ✓ Teachers are entitled to freedom in the classroom in discussing their subject, **but they should be careful not to introduce into their teaching controversial matters which has no relation to their subject.** Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- ✓ College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. **Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.**

Academic deans should stay abreast of conversations around academic freedom in higher education. In an age of social media, cell phones that easily record video and audio, heightened tensions along partisan lines, a growing distrust of higher education by those more conservative in their views, and a host of other contributing factors, faculty academic freedom will likely see increased challenges in the coming years. Both faculty and students need to understand what academic freedom is and what it isn't. Freedom of speech is not academic freedom and both have their limits.



College of the  
Canyons has a  
clear board policy  
(BP 4030)  
outlining  
academic freedom.  
Deans should  
review it.

A few resources to consider:

<https://www.chronicle.com/article/The-Limits-of-Academic-Freedom/49354>

<https://asccc.org/resolutions/academic-freedom-asccc-and-local-senate-recommendations>

## E. Sexual Harassment

All issues pertaining to sexual harassment should be immediately reported to the College's Title IX Officer, Dr. Rian Medlin. You may wish to first consult with the Vice President of Instruction.

## F. Workers' Comp

Who/What is covered:

- ✓ All employees and Board-approved volunteers
- ✓ Injuries and illnesses arising out of AND in the course of employment (both physical and psychological)
- ✓ If the injury is life threatening, call 911 first and then the switchboard extension 7 (Valencia) and 77 (CCC). If the injury is not threatening, contact campus safety at x3229 (Valencia) or x3977 (CCC).

Contacts defer to HR for details:

- ✓ Human Resources: (661) 510-3882, effective June 2022, call Lauren Helsper at 661-362-5563. After hours, call Company Nurse at 877-518-6702.

## G. Collective Bargaining Agreements

Please see the [Human Resources website for Current Employees: Collective Bargaining Agreements](#)

- ✓ [COCFA \(full-time faculty\)](#)
- ✓ [AFT \(adjunct faculty\)](#)
- ✓ [CSEA \(classified employees\)](#)

If there are questions regarding the bargaining units or contracts, please contact Rian Medlin in Human Resources.

## H. Event Planning



See on the [Public Information Office Event Planning website](#) for guidance.

1. **When:** Check the [college events calendar](#) for available dates.
2. **Where:** Decide on the best location. Coordinate facilities usage with the Civic Center Office (x 3579). Submit a Facility Request Form to confirm your date as well as what is needed regarding set-up (layout, tables, chairs, AV, etc...). Forms are due at least 10 days before your event.
3. **How:** Lock in all the details:
  - ✓ Parking - contact Campus Safety ([CampusSafety@canyons.edu](mailto:CampusSafety@canyons.edu), x3229)
  - ✓ Food – Verify funding. Contact ISSI ([issi@canyons.edu](mailto:issi@canyons.edu), x3268), the University Center Cafe ([UCCafe@canyons.edu](mailto:UCCafe@canyons.edu), x 5235) or approved outside vendor.
  - ✓ Audiovisual - to confirm microphones, speakers, projectors, screens, or other AV needs ([Audio-Visual@canyons.edu](mailto:Audio-Visual@canyons.edu), x3953)
4. **Who:** Draw an audience - The Public Information Office ([pio@canyons.edu](mailto:pio@canyons.edu), x3414) can help publicize the event.

## I. Business Services

[The Business Services intranet website](#) provides access to information and forms ranging from policies and procedures to budget development to contracts to grants to payroll services. Spend time on this website to acquaint yourself with all that is available.



### “Contracts, Procurement, & Risk Management” Contract Procurement and Risk Management Major Functions

#### 1. Contracts

- [Request For Contract \(RFC\) Form](#) Available on the Intranet.
- Plan Ahead - **Small Contracts: 2-3 weeks. Software Agreements: 2-3 months. More lead time is needed on complex contracts.**
- **Long-Term Contract Notifications** - Initiators are notified 180 days prior to expiration.
- **Bid Limit is \$99,100** - Contracts over the bid limit may require an RFP and will require an individual Board item.
- **Independent Contractors** - Must meet specific IRS criteria. Cannot be employees.
- **Authorized Signatories** - Only persons specifically authorized by the Board may sign. When in doubt, ask the VP of Instruction.

#### 2. The Purchasing Process

- **Quotes** - 3 verbal quotes required for purchases under \$5,000; 3 written quotes required for purchases of \$5,000 up to the bid limit.
- **Requests for Bids** - Bid limit for 2023 is \$109,300 with a 3-4-month timeframe to complete. Contact Purchasing first at Ext: 3248 for a high dollar amount purchase.
- [Online Vendor Form](#) – Found on the District’s website. Must be completed in order to set up a vendor in Colleague.
- **Placing Orders** - Orders are exclusively placed by Purchasing.
- [Furniture Request Form](#) – 3-month timeline; funding source needed. Found at:
- **Asset Tags** - New equipment/furniture over \$500 must be asset-tagged.

#### 3. Risk Management

- **Incident Reports** - Must be done in a timely manner to Campus Safety.
- **Waivers** - Must be obtained for all Field Trips/Excursions/High-Risk Activities with adequate time to obtain approvals, including events involving alcohol, animals, minors, bounce houses, etc.
- General Guidelines
  - Do not assist or make recommendations regarding driving/carpooling.
  - Do not make suggestions for specific doctors, hospitals, auto repairs, etc.
  - Do not drive an injured person to the hospital.
  - If you see a potential hazard on campus, report it immediately.



#### 4. Quick Tips for Traveling on District Business

- Please visit Instruction/Intranet/Forms/Procedures to see the [Faculty Travel Flowchart](#)
  - A [Travel Authorization Form](#) should be processed (signed by all authorized parties) prior to the trip. International travel must be pre-approved by the Board of Trustees.

Note: A travel authorization form must be filled out and approved even if there is no cost to the District.

- A [Travel Reimbursement Form](#) must show ACTUAL expenses, include all itemized receipts, a MapQuest (or odometer reading) to support mileage, and must be approved and signed by all authorized parties.

### III. Communication and Leadership

#### A. Organizational Chart

The Division/School Deans report directly to the Vice President of Instruction (CIO); they also work closely with the Associate Vice President on matters pertaining to scheduling, faculty loads, and pathways.

#### B. Communication Channels

- ✓ Deans' Council - every Monday, 8:45 AM – 10:45AM with the CIO, AVP, and guests from other areas
- ✓ Weekly one-on-one meetings with the CIO
- ✓ Deans are also expected to attend a wide variety of participatory governance committees (PAC-B, CPT, and others) and administrator-only meetings (Full Cabinet, MAC). A great deal of important information is shared at these meetings which deans should then provide to their faculty and staff.

#### C. Conflict Resolution



You will spend a substantial amount of time resolving conflict between various groups or individuals. While the handling of student complaints is prescribed by the review process (in the College Catalog), the management of employee conflict is more delicate and fluid. If unsure about a situation, or if the matter is delicate or legally ambiguous, contact the CIO and HR.

Important Note: In all cases listed below, in the event the complaint pertains to harassment and/or discrimination, the Vice President of Human Resources (who serves as the College's Title IX Officer) and the Vice President of Instruction should be contacted immediately.

#### D. Student Grade Disputes

- ✓ Inevitably, a dean will receive a grade dispute between a student and a faculty member. First, students should be redirected to work directly with the faculty member, and subsequently the Department Chair, before the matter reaches the School Dean. Please see the Grade Review Policy (5533.1). In some cases, the student may need to speak to the dean without consulting a department chair when their instructor serves as the chair. Deans should follow the steps of



the policy, but should also be sensitive to the needs of the student.

- ✓ The student should present a Grade Review Petition Form when challenging a grade. When submitting this form, the student is responsible for producing a “preponderance of evidence” and 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.
- ✓ If the informal efforts above fail, the School/Division Dean and Department Chair will meet with the student, and subsequently the faculty member to hear the complaint. Following these meetings and per 5533.1, “The division dean shall produce a written decision on the matter within fourteen (14) calendar days. Copies of the decision will be forwarded to the student and the faculty member in question.”
- ✓ If no resolution is reached at the Dean level, the student may submit the Grade Review Petition Form to the office of the Vice President of Student Services. 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."

## **E. Other Types of Student Complaints**

- ✓ When a student contacts you, try to resolve the complaint informally by convening a meeting with the student and faculty member.

## **F. Faculty Complaints/Concerns about Inappropriate Student Behavior**

- ✓ There are times when individual students may behave inappropriately in class. Such behavior could include being disruptive or verbally harassing, or, in the extreme, being physically violent. In such cases, it is best to notify the SST (Student Support Team) immediately. Contact AVP Student Services/Dean of Students (x3260). If a student is threatening to or being physically violent, contact Campus Safety immediate (dial 7 on any campus phone for Valencia OR dial 6 for Canyon Country).

## **G. Inter-Employee Conflict**

- ✓ Once again, the informal level of resolution should be the first step. If the two (or more) employees/faculty are in your own School, you can work with them directly to seek a satisfactory resolution. If the conflict involves employees from multiple Schools, make sure to involve the appropriate manager(s) in the discussion.
- ✓ If informal efforts are not successful in resolving the conflict, contact the Vice President of Instruction and seek their approval to involve HR.

## ***IV. Functions***

### **A. Enrollment Management & Schedule Development**

Enrollment management is one of the most important tasks you will do as an academic dean. You will work with your department chairs, faculty, Associate Vice Presidents within Instruction, and Vice President of Instruction/Chief Instructional Officer to develop a schedule of classes that meets students' needs and reaches institutional FTEs (full-time equivalent students) targets. Below are seven tips for schedule development borrowed from [the CIO Manual: Overview and Responsibilities](#) document. Every dean should review this manual.

#### **Tip 1: Schedule for students.**

As simple as this seems, this often becomes the most contentious scheduling issue faced by any administrative team. Sometimes, faculty will recommend a schedule of classes that revolves around their own schedules rather than the collective need of the students attending a college.

That is why this tip is first. A college always writes a schedule for the needs of its students. THEN, faculty can be assigned, can select the courses they want to teach, or do whatever falls under the normal, sanctioned process for a particular department or college to produce a faculty load.

#### **Tip 2: Establish time blocks to maximize efficiency.**

Use the Chancellor's office approved time blocks provided by the Instruction Office. If you believe an exception to these is merited, please discuss concerns with the Associate VP of Instruction. When using the time blocks, you maximize the number of classes you can offer; you minimize the time students wait for classes; and you maximize the number of rooms you have available to you.

#### **Tip 3: Schedule your classes according to a master plan.**

It is very helpful for you to have each of your departments write a two-year cycle of how they plan to schedule their courses. This information can be found on the [Program Pathways Mapper Visualization Tool](#) and on each program's [Academic Program Map](#). Use these resources as you review the course sequences provided by Department Chairs. Consult the Associate VP of Instruction if you have questions

You can increase your efficiency dramatically if you plan. This includes not offering every class in every program each semester. By developing and distributing this schedule to students in the program, you can assist them as they determine what classes they need to take each semester in order to achieve their goals. Additionally, be aware of the scheduling practices for each of your campus sites. Faculty and administrators often "dump" classes that cannot be accommodated on the "main campus" onto one of the off-campus sites. The result of that lack of planning is that you have a collection of classes at a particular site that do not meet the needs of students. It is therefore helpful to students if you develop two-year plans for your most common majors, transfer packages, etc. for each site. This will assist your students as they attempt to navigate through the college process.

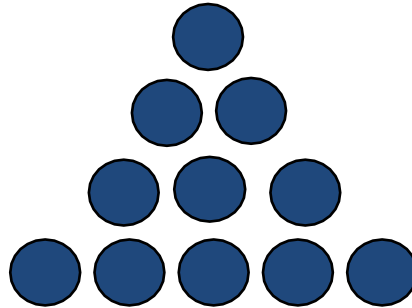
#### **Tip 4: Look at your fill rate.**

Your fill rate is the ratio between the number of seats taken and the number of seats available. For example, if you have 35 students in a class that has a capacity of 45, the fill rate of the course is 77 percent—not particularly good. When you calculate the fill rate for all of the class sections of a course, you get a better idea of how effective you are. If you are offering many sections of a class and the collective fill rate is less than 80 percent, you are probably offering too many sections of that particular course. If your fill rate,

however, is well above 90%, you might view this particular course as one that might need an additional section. A related tip is your wait list. By tracking your fill rate and the total number of students on a wait list for a particular course, you get an even better idea of what courses need to be added or deleted.

### **Tip 5: Think pyramids.**

For progressive programs such as math and languages, be aware that students drop out as sequential classes become more advanced. For this reason, you need to be sure to have more beginning class sections in a series than you do intermediate class sections. Also, you will offer more intermediate class sections than you do advanced class sections. When you count the number of class sections in each of the three categories—beginning, intermediate, and advanced—you have more sections at the bottom or beginning than you do at the top or advanced level. When illustrated, this looks like a pyramid:



### **Tip 6: Producing a good schedule means following transfer patterns at your college.**

In order to maximize the efficiency of the class schedule, be aware of the various transfer patterns. You will need to assure that you schedule classes common to transfer patterns throughout the day and night for your students. The following matrix is a sample of an IGETC plan which shows all of the classes that qualify for each of the identified IGETC areas. This can be used for two purposes—first to give students information about the classes they need that fit into a program pattern (this can be printed in the schedule of classes), and second, to use as a planning tool for subsequent terms. In the second regard, Deans and Department Chairs can view the published list and see if they are doing a good job of offering the classes that fit into a specific area throughout the day and night.

### **Tip 7: Know your contract and Board policy.**

Knowing your contract(s) and board policies is crucial to function legally. Know your policies for overload for the regular term. Know the order in which you assign classes. This is discussed thoroughly in this handbook.

Generally, summer and winter intersessions are a different consideration, since they are not part of the regular contract year. State law does not indicate a limit to the number of hours a faculty member can teach, but practicality and your college contract may. Be mindful of these limitations as you and your deans schedule your faculty to teach intersession classes.

When it comes to part-time faculty, statute requires that adjuncts can teach only 67% of a full-time faculty member's load in a particular discipline (with the exception of nursing). This can be only exceeded two semesters every 3 consecutive years. **A mistake in this arena can have serious consequences, since deviation can mean that you will be mandated to hire a part-time faculty member as full-time in perpetuity at the percentage you erroneously scheduled him/her during the third semester within a six consecutive semester period.** What counts toward this 67%? All credit courses, long-term

substitutions, and noncredit courses count toward the 67% limit; Community Education courses are exempt from this limit.

It is important to note that this 67% limit is a district limit, not a college limit. If you reside in a multi-college district, you need to be aware that all of the classes, district-wide, taught by a part-timer count toward this 67%. As Academic Deans, you need to assure that you monitor the load of each part-timer in all of the colleges in your district before the semester begins. In addition, if an adjunct meets minimum qualifications in 2 or more disciplines and teaches in these areas during a particular semester, you must be careful to ensure that 67% load is not surpassed.

## **B. Section Development and Section Management Principles**

Deans and department chairs should look to Guided Pathways principles to develop a schedule where students may achieve their educational goals in a timely manner. Consideration in schedule development should be given (but not limited) to the various student types such as full time, part time, evening, weekend, dual enrollment, noncredit, transfer-bound, career education, public safety, English language learners and more.

As a result of the fiscal landscape in the California Community College system and implications from the 2020 pandemic resulting in declining student enrollment, in spring 2022 Enrollment Management decisions were made to “right size” section offerings to increase efficiency simultaneously balancing Guided Pathways offerings.

The Enrollment Management Committee, under the leadership of the VP of Instruction, review enrollment management practices in perpetuity. A guiding document on considerations for section development and management is updated as needed to guide deans and department chairs on reasoning and justification for adding and cancelling sections. A current document of Section Development and Management Principles can be found on the Instruction Office website under Guiding Principles.

## **C. Contact Hours and FTES Calculation**

Specific information regarding how we compute FTES via weekly/daily census can be found in Chapter 3 of the [Student Attendance Accounting Manual](#), which all community colleges across the state adhere to when working with scheduling and apportionment. Additional materials can also be found on the [Instruction Intranet website](#).

For **weekly census**, holidays are NOT taken into account, thus we use the college's term length multiplier (which takes into account the compressed calendar as well as number of declared flex days at the institution) of 17.0 when performing the calculation for full semester-length classes:

**Example 1:** 3-unit lecture (54 hours) that meets twice a week =  $54 \text{ hours} / 17.0 \text{ TLM} / \text{number of times the class meets per week}$  (for example, twice a week or 2) = 1.588 (which we round to 1.6, which represents the contact hours). We then use the enclosed contact hours "cheat sheet" matrix from the State Chancellor's office (please see Appendix E), which denotes that 1.6 contact hours (or CH) = 1:20.

**Example 2:** 1-unit lab (54 hours) that meets once a week =  $54 \text{ hours} / 17.0 / 1 = 3.176 \text{ CH}$ . In this instance, we see that our options are either 3.0 CH or 3.3 CH. Instruction rounds up and therefore uses 3.3 CH = 3:05.

For **daily census**, holidays ARE taken into account, and therefore we do NOT use the college's term length multiplier when calculating contact hours for short-term classes:

**Example 3:** 3-unit lecture (54 hours), offered during the summer session II for 8 weeks with no holidays, twice a week (MW) = 54 hours/16 days = 3.375 contact hours (we simply interpret this number as 3.3 CH = 3:05).

**Example 4:** 3-unit lecture (54 hours), offered during the summer session II for 8 weeks, twice a week, where there is one holiday = 54 hours/15 days = 3.6 contact hours (3:20).

### **FTE Calculation for semester-long lecture courses**

Total WSCH = (# weekly contact hours) X (Standard Term Length Multiplier) X (# Students)

FTES generated by the course = (Total WSCH) / 525 (WSCH that equal 1 annual FTES or 30 units)

*Note:* Late start, short term, short session, most noncredit, and online/hybrid FTE calculation is based on other methodologies such as DSCH (daily student contact hours) or Positive Attendance.

The other area of enrollment management to watch is the **FTEF** (full-time equivalent faculty). Please refer to the CBA for the calculation of teaching load and overload for full time faculty.

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

## **D. Course Assignments**

Once full-time faculty have received their assignments for the semester, department chairs will start the process of adjunct assignment by following the Adjunct Pool Lists described below. Please note that short session assignments (Winter and Summer) need not follow the Adjunct Pool Lists.

### **1. Adjunct Pool Lists**

Criteria for an adjunct pool are established in the AFT contract, Article 12. At this time, the College maintains two separate Adjunct Pool Rankings, DoH or Date of Hire (on ground) and DoC or Date of Certification (for hybrid/online). These lists are revised annually in May for the next academic year and are used to staff classes in primary semesters.

The lists include *all active adjuncts* in the discipline, which is defined as having taught during any term in the last three years. If you see an adjunct listed that has indicated to you they have retired/resigned and no longer wish to teach for COC, a written resignation letter from the adjunct should be sent to the Director of Human Resources to remove them from the list.

Within each pool, rankings are determined by “Date of Hire” or “Date of Certification.” If more than one adjunct has the same DoH or DoC, the ranking is determined by the highest total of terms taught. If there is a tie in total terms taught, the ranking is determined by the highest total of courses taught. If a tie remains, the assignment should be made by lottery.

**Pool 1 Adjuncts** must meet ALL three criteria below:

1. Taught or been given non-classroom assignments for at least 20 regular semesters or sessions;
2. Received an average of 3.5 or better on their most recent evaluation *received prior to April 1 by Human Resources*; and
3. Does not have any score of 1.0 or 2.0 in any sections A through G of the academic evaluation form.

**Pool 2 Adjuncts** must meet ALL three (3) criteria below:

1. Taught or been given a non-classroom assignment for at least 1 regular semesters or sessions and up to 19 regular semesters or sessions;
2. Received an average of 3.5 or better on their most recent evaluation *received prior to April 1 by Human Resources*; and
3. Does not have any score of 1.0 in any sections A through G of the academic evaluation form; or received a score of 2.0 in any sections A through G of the academic evaluation form disqualifying them from remaining in Pool 1.

**Pool 3 Adjuncts** must meet at least one criteria below:

1. Newly hired or hasn't taught;
2. Received less than an average of 3.5 in the most recent evaluation *received prior to April 1 by Human Resources*;
3. Received an evaluation score of 1.0 in any section A through G of the academic evaluation form; or
4. Returning part-time faculty member after a voluntary break in service of more than six (6) consecutive semesters.

If an adjunct has an \*asterisk by their name, that indicates that they taught two (or more) classes during either Fall 2017 or Spring 2018. You are obligated to offer those adjuncts two classes each semester for the duration of the current AFT Contract, *not to surpass 67%*.

\*Asterisks on the DoC lists indicate they taught two online/hybrid courses in either Fall 2017 or Spring 2018. *On-ground courses may count toward that 2-course offering.*

Lastly, some areas have adjuncts that are certified to teach online; however, they have not taught online as of yet. Those adjuncts are listed in **Pool 3** of the DoC lists, so that you are aware of who else is certified to teach online courses.

## **E. 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. Once a new schedule is ready, remember to review the “Enrollment Max” for each class, to ensure accuracy before registration begins. Additionally, effective the 2018-2020 COCFA contract, FT faculty teaching a “large format” section will be given extra TLU’s – see Article 12, 1d for specifics.

## **F. Curriculum**

Pursuant to California Administrative Code of Regulations - Title 5, Section 53200, the Academic Senate is a faculty organization whose primary function is to make recommendations to the Board of Trustees on

10+1 academic and professional matters. Each local Academic Senate works with its local Board of Trustees to establish policy determining on which of the responsibilities the Board will rely primarily upon the advice of the Senate and on which of the responsibilities the Board will reach mutual agreement with the Senate.

At COC, the development of curriculum (including the establishment of prerequisites and planning of course disciplines) and the determination of degree and certificate requirements are two areas in which the Board of Trustees will rely primarily upon the advice and judgment of the Academic Senate.

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/Chancellor must be completed before Board action.

The Course Approval and Review Software used at COC to review and approve courses and programs is eLumen. New or revised Course Outlines of Record (CORs) are submitted by faculty and reviewed by School Deans. When reviewing courses, Deans may make suggestions before forwarding the course on. Instructions on how to review and forward curriculum proposals through eLumen can be found on an eLumen Reviewer and Approver Training Guide.

### **Generating a list of degrees/certificates in which a specific course is included:**

1. Log in to [eLumen](#)
2. Select the main curriculum tab, and then click on the Curriculum Library.
3. Next, type in the course in question in the Course Code box and hit enter. (ex: SOCI101- no space or dash required between the prefix and course number)
4. Click on the check box next to the course that populates and 'View Impact Report' button will appear above.
5. Click on the button and a report will generate showing which degrees/certificates that course is listed in.

### **G. COC Academic Senate**

<https://www.canyons.edu/administration/academicsenate/index.php>

### **H. COC Curriculum Committee**

<https://www.canyons.edu/administration/committees/curriculum/index.php>

### **I. COC E-Lumen Access**

<https://canyons.elumenapp.com/>

Please contact the Articulation Officer and Curriculum Analyst, [Patrick Backes](#) to request access to eLumen. Both the username and password are case sensitive.

### **J. External Resources**

You should be able to find important resources at the [Curriculum and Instruction Unit website](#) once that redesign is complete.

- [Educational Services and Support in the Chancellor's Office Website](#)
- [Program and Course Approval Handbook \(PCAH\)](#)

- [Curriculum Inventory of Chancellor’s Office Approved Programs](#)

## **K. Program Review Cycles**

- The program review cycle for academic departments is every three years, where the first year involves primary updates, and the subsequent two years involve optional secondary updates. Along with the program review, the budget can be updated annually.
- All Career (Technical) Education (CE) programs must undergo a comprehensive program review every two years. Furthermore, the advisory committees associated with those CE program must meet annually to discuss industry trends and program curriculum.

## **L. Program Review Process**

- The program review process comprises three levels:
- Level One: various academic departments and units, typically initiated by department chairs, complete their program review.
- Level Two: deans review the level one submissions, make recommendations, and forward the various documents to the next level. NOTE: the budget function is not accessible until all departments within the School have submitted their individual program reviews.
- Level Three: the CIO, in consultation with the AVP and deans, review the various program reviews, rank the various budget augmentation requests, and confirm agreement with identified forced cost requests.

Budget requests are reviewed by Executive Cabinet and PAC-B, and pending availability, approved items will be funded.

Note: It is imperative that deans “close the loop” and notify department chairs, in person as well as in writing, on items that were not funded. Business Services requires that we retain documentation of these notifications. This is typically done once the Tentative Budget has been approved by the Board for the next fiscal year.

The current year Program Review can be accessed via [www.canyons.edu/apr](http://www.canyons.edu/apr). Prior year documents are found through the Institutional Research, Planning and Institutional Effectiveness Office’s Planning Page under the intranet “Academic Program Reviews” and “Administrative Program Reviews” pages.

## **M. Hiring**

Human Resources: Recruitment and Selection Administrative Procedure [AP 7120](#) and [AP 7120A](#)

Rather than outline and discuss all of the hiring processes for faculty, staff, and administrators, this handbook directs the reader to [AP 7120](#) – the administrative procedure on recruitment and selection. This procedure provides clear and thorough guidelines for hiring administrators, full- time faculty ([AP 7120A](#)), part-time (adjunct) faculty, and classified staff. Review this AP very carefully as you prepare to participate in a hiring committee.

### **Full-Time Faculty**

College of the Canyons regularly hires new faculty. Not only do we need to hire faculty to keep in compliance with the 50% law (see note below), but we also have to fulfill our faculty obligation number



(FON) which is set by the State.

The [Academic Staffing Committee \(ASC\)](#) is a sub-committee of the Academic Senate. The committee is co-chaired by the VP of Instruction and a faculty member and is made up of three administrators and faculty representing academic schools and appointed by the Academic Senate. The ASC recommends to the CEO the hiring priority for all academic full-time faculty positions. The recommendations include recommendations to hire for new FT faculty positions as well as recommendations to hire to fill vacant FT faculty positions created by retirements, terminations, and resignations. The School Dean should be prepared to present along with the Department Chair for a new or replacement faculty position, and if multiple positions are requested from a single School, the School Dean will be asked to prioritize positions for the ASC.

The steps and procedures to hire new faculty are extensive and time consuming but also central and vital to the success of each department and students. Typically, School Deans participate in the hiring committees for faculty recruitment in their own area. The hiring of full-time faculty is a lengthy committee process. Because the hiring process must be compliant with Education Code and Title 5, consult with Human Resources as to the current process and the steps you must follow in order to be in compliance with the law.

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



### **Greentree Software**

College of the Canyons uses Greentree software to provide access to a candidate’s application materials for all those participating in a hiring process for a permanent employee. Human Resources will provide hiring committee members access and training materials for <https://igreentree.canyons.edu/>.

### **Temporary Part-Time and Student Employment (College Assistants)**

Academic deans may have responsibility for hiring and oversight of temporary part-time employees – sometimes referred to as “adult hourly” – and college assistants. All information about hiring temporary part-time employees can be found on the [Human Resources intranet website devoted to short-term employees](#).

[Click here for information about Student Employment](#) including eligibility, application materials, etc. For more information about Student Employment, you may contact their office @ 661-362-3463 or email: [studentemployment@canyons.edu](mailto:studentemployment@canyons.edu)

## **N. Evaluations and Other Faculty-Related Functions**

School Deans are responsible for completing evaluations for all faculty and staff who report to them. Each

semester, HR will provide a list of adjunct and full-time faculty that are due to be evaluated. Each bargaining unit has its own procedures for evaluation, so by reading each of the contracts, you will become familiar with the various processes.

All faculty evaluation forms and information can be found on the [Office of Instruction Intranet Website](#). For classified evaluations, see Appendix C of the [current CSEA contract](#).

## **O. Census Rosters and Grades**

Please note, census rosters and grades will be processed through “Self Service” beginning Summer 2022. Information in this handbook will be updated to reflect that new process once the conversion is complete.

Faculty are required to submit a census roster at a date near 20% into the term-length of the course. This is done through [MY CANYONS](#) and referred to as the “NO SHOW DROP” at Census – 20% into the course. You and your faculty will receive a reminder to process for a full- semester course, this is generally at the END of week two. 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. This is VITAL to prevent financial aid fraud and other issues so please work with your faculty to ensure this NO SHOW DROP takes place.

Grades are submitted electronically through MY CANYONS and must be submitted in a timely fashion so as to ensure students’ advancement to the next courses in the sequence. Typically, Admissions and Records will send each Dean a list of faculty members who have failed to submit their rosters by the indicated deadline. Deans, in consultation with their department chairs, should reach out to the faculty member to solicit submission of late grades.

## **P. Supplementary Services Forms**

Department chairs conducting college business during off contract times, as well as faculty doing work above and beyond their contractual duties are eligible for supplementary pay that must be pre-authorized through OnBase by both the Dean and VP. If work to be performed during the summer crosses two fiscal years, then one pre-authorization should be made through June 30, and another encompassing work completed July 1 and onward.

## **Q. Student Learning Outcomes and Assessment**

[The Committee for Assessment Student Learning](#) (CASL) is a sub-committee of the Academic Senate and charged with the oversight of COC’s learning outcomes. Academic Deans should actively support faculty efforts related to Student Learning Outcomes and Assessment at the institutional, program, and course levels and are encouraged to participate in CASL. Deans have a responsibility to track the status of the Course SLOs and Program SLOs for their respective areas and to provide support and assistance to faculty as needed where identified assessment is not regularly occurring.

Deans support department chairs and curricular coordinators by helping to establish and/or review SLO assessment schedules and provide the Faculty SLO Manual to their department chairs and curricular coordinators.

You may contact the Curriculum and Assessment Coordinator, Evis Wilson, for technical assistance and managing SLO’s through eLumen.

## R. Distance Education Course Oversight

Federal and State regulations and Accreditation standards have special compliance requirements for distance education course delivery, separate from traditional classroom-based courses. Academic Deans must be actively involved in ensuring these standards are met. If you have questions, the Dean with oversight of Distance Learning and the Director of Online Education are your best resources. For more information visit the [Online Education website](#)

### 1. Staffing Distance Education Classes

When staffing classes, Deans' Administrative Assistants must confirm that instructors initially scheduled to teach distance education sections are certified in that particular modality (online, onlineLIVE, hybrid, HyFlex, etc.). Instructors may teach a distance education section only if they are certified. Confirming the appropriate certification is in hand is an integral part of staffing distance education sections.

The [Distance Education Resources Intranet site](#) includes guides to the DE Instructor Certifications and how to identify and track faculty who have completed DE Certification training through an Informer report titled "HR\_Faculty Certification."

Instructors who have completed distance education training at another college or through a professional development organization may submit their certificate(s)/badge(s) earned to the Dean of Distance Learning or Director of Online Education to evaluate for equivalence to COC's training requirements. Evaluation of equivalencies should be confirmed before staffing is finalized.

The Institutional Research, Planning & Institutional Effectiveness (IRPIE) department has prepared a number of [data visualizations](#) with graphical representations of data that may help inform your staffing of distance education sections.

- The [Success/Retention Data For Fall Terms](#) visualization provides fall-term data on success rates, retention rates, grade distributions and enrollments (including headcounts). The data can be filtered by School, Dept, Course, location (online vs. on-ground), Race/Ethnicity, financial aid and special populations.
- The [Success/Retention Heatmap by Modality](#) visualization provides data on success rates and retention rates based on course modality. The data can be filtered by term and division.

## S. Distance Education Classes: Federal, State & Accreditation Compliance Requirements

Distance Education includes Online, Hybrid, OnlineLIVE, and HyFlex modalities. The [COC Distance Education Handbook](#) provides more information and descriptions of each of these course formats.

Distance education classes must demonstrate and document [regular and substantive interaction](#) between students and faculty and among students. The following standards apply to this requirement:

- ✓ Documentation of regular and substantive interaction is required.
- ✓ External email does not qualify, unless the instructor takes responsibility for recording and archiving external email interactions with students for three (3) years beyond the last day of class. The most effective method is to use internal messaging within the institution's course management system, Canvas, as this is captured and stored by Canvas.
- ✓ Frequency of documented interaction (Contact Hours) for distance education and hybrid courses

must be the same as an equivalent face-to-face course.

- ✓ Substantive interaction includes timely and documented feedback for student work, as well as the “Suggested Methods of Effective Student Engagement” included below\*
- ✓ The course syllabus for an online course must meet the same requirements as the syllabi for face-to-face courses.

### **1. Suggested Methods of Substantive Contact and Student Engagement**

Regulation requires that there is substantive instructor-student contact and student-student engagement in distance education courses. Some suggested methods to achieve this are below, with more provided in the [Distance Education Handbook](#):

- Welcome Videos (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 create the “virtual equivalent” of the face-to-face class;
- Threaded discussion forums with appropriate instructor participation.

Instructors of Distance Education courses at College of the Canyons must be aware of these compliance requirements and ensure their courses meet them. To better understand these requirements, visit the [Online Education Policy](#) webpage.

## **T. Resources for Distance Education Policies and Guidelines**

For more information and resources about local, state, federal, and accreditation policies and guidelines, please visit Online Education’s [Policies, Research & Reports page](#).

### **1. Recommendations for DE Synchronous Instruction**

- [Guidance for Synchronous Classes at College of the Canyons](#)
- [Student Release Form](#)
- [Teaching with Zoom FAQs](#)
- [CC Legal Opinion 2020-12: Online Class Cameras-On Requirements](#)
- [For students: Cameras and You. What you Need to Know](#)

### **2. Distance Education Instructor Certification Requirements**

The [College of the Canyons Academic Senate policies](#) require that instructors complete specific training components before teaching with Canvas or in the Online, Hybrid, or OnlineLive course formats at College of the Canyons. Descriptions of the training requirements can be found at the [Want to Teach Online](#) webpage.

### **3. Three-Year Refresh Course for Online/Hybrid Instructors**

The Educational Technology Committee, in conjunction with Academic Senate, has passed a required Online/Hybrid Refresh course for instructors to complete every three years to keep their Online/Hybrid Instructor Certificate current.

The Refresh Course, which is self-paced in Canvas and takes approximately 2 hours to complete, covers updates on technology, legal & accreditation requirements, best practices, and reminders. Example topics include the new Title V requirements for student-to-student contact, technology to support teaching and learning, OEI Rubric, and COC’s online course design checklist.

***How long do instructors have to renew their Online/Hybrid Certification with the Refresh Course?***

Instructors will have a full academic year to complete the self-paced course.

For example, an instructor whose Online/Hybrid Certification expires 2/12/2023 will be enrolled in the course on 7/1/2022 and will have until 6/30/2023 to complete the course.

***What happens if an instructor doesn’t complete the refresh course within the timeframe?***

The instructor’s online/hybrid qualification will become inactive until the refresh course is completed. Instructors with inactive status for their online/hybrid certification should not be scheduled to teach online or hybrid classes. Instructors whose qualifications will expire while teaching an online or hybrid class should complete the Refresh course prior to the first day of instruction.

***What if I have questions about the online/hybrid list?***

The Deans’ Administrative Assistants have been trained to run reports on instructors’ completed training and certification dates. Reference materials and guides for tracking DE Certifications and training can be found on the [Distance Education Resources Intranet site](#). For any additional questions, please contact Online Education at x3600 or [online@canyons.edu](mailto:online@canyons.edu).

As the dean of your school, you are the gate keeper for ensuring faculty are qualified to teach sections offered in an online modality. At the time this handbook was updated, the district offers certification for three online teaching modalities, Online/Hybrid Certified, OnlineLIVE Certified, and HyFlex Certified. Deans and their administrative assistants should use an Informer report **titled HR\_Faculty Certification** to quickly identify faculty with current certification. For complete training on this Informer report and faculty eligibility, contact Jacob Cable in the Office of Learning Resources.

Code	Certificate Title in Informer	Comment
OLHC	Online/Hybrid Certified	COC training
EOLHC	=Online/Hybrid Certified	Equivalent training from another institution
OLVC	OnlineLIVE Certified	COC training
HFXC	HyFlex Certified	COC training
ROLHC	Refresh Online/Hybrid Cert	COC training

## V. *Technology, Colleague, and Other Applications*

### A. **Cybersecurity**

- ✓ Everyone’s responsibility
- ✓ Physical and virtual security must be maintained (doors, paperwork, username/password, access levels, remote access, termination/transfer, reporting)
- ✓ If you receive an email from outside the Canyons network and do not recognize the sender, or appears to be from within the network but looks suspicious, it is probably best NOT to open the email and simply delete it or reach out to the Help Desk, ext. 3953, to have the message

checked. You can report suspicious emails by using the Report Message button on the top right of Outlook.

## B. Technology Purchases

- ✓ Consult with IT before starting your research
- ✓ IT, Sally Rowland and/or Jim Temple, should be listed as a “reviewer” on all technology purchases
- ✓ Equipment/software will be delivered to IT, inventoried, and then delivered to your office
- ✓ IT covers districtwide software, one office PC for permanent employees, single monitor, and access to a print device.
- ✓ To help expedite any software approval process, vendors should be notified that a VPAT (Voluntary Product Accessibility Template), a document that explains how information and communication technology products meet Section 508 Standards for IT accessibility, will be required by our District. In addition, if the software will store student or employee information, a HECVAT (Higher Education Community Vendor Assessment Toolkit), a document that explains how information stored in the software is protected and to measure vendor security practices related to the storage of data, is required.

## C. VPN Access (Remote Access to District Resources)

VPN allows employees to access internal campus technology resources while off campus and connected to the Internet. It creates a “secure” connection between your computer and the resource you are trying to access.

- ✓ Request VPN Access form through the Help Desk
- ✓ Requires supervisor approval to access resources remotely
- ✓ Can only be used on a District laptop

## D. Colleague (formerly known as Datatel)

Colleague is an enterprise software application used by all COC departments including Admissions and Records, Financial aid and Finance, Human Resources, Instruction, Payroll, Scheduling, Purchasing, Student Business Office. Colleague can be accessed from campus through <https://webui.canyons.edu>

Deans are responsible for approving all purchase requisitions and employee leave requests through Colleague. Your administrative assistant assigned to your School should provide you with the enrollment reports and Colleague access you might need as per below. The login will be the same as the system login that you use to access your office computer, User name: Lastname\_firstinitial as well as your User Password.

<b>ACBL:</b> GL Account Balance Inquiry	<b>LOCR:</b> Faculty/Student Locator	<b>SWLI:</b> Student Waitlist Inquiry
<b>AHST:</b> GL Account History	<b>MTDL:</b> Leave request approvals	<b>VAVR:</b> View Available Rooms
<b>ADSU:</b> Address Summary	<b>PERC:</b> Person Restrictions	<b>VENI :</b> Vendor Activity Inquiry
<b>APRN:</b> Requisition Approvals	<b>PINQ :</b> Purchase Order Inquiry	<b>VOUI:</b> Voucher Inquiry
<b>BINQ:</b> Blanket PO Inquiry	<b>REQM:</b> Requisition	<b>XCER:</b> Class Enrollment Report

<b>BRCS:</b> Building Room Summary <b>CRUW:</b> Classroom Usage Worksheet <b>FCSI:</b> Faculty Schedule Inquiry <b>FWKL:</b> Faculty Workload <b>GLBR:</b> Annual or YTD Budget Report <b>GLBS:</b> Budget Status Report	Maintenance <b>RINQ:</b> Requisition Inquiry <b>RREG:</b> Requisition Register <b>SROS:</b> Student Roster (Print) <b>SRSI:</b> Student Roster Inquiry <b>STSC:</b> Student Schedule	<b>XROS:</b> COC Section Roster <b>XSCN:</b> Class Cancelled Report <b>XVENI:</b> Vendor Activity Inquiry– With Vendor Payment Info
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**XCER:** Enrollment Reports and variations:

- By **Faculty**
- By **Section**
- By **Location** (s)
- For following, enter YES at *Additional Selection Criteria*
- 10 or **Less**

Connective	Field Name	Relation	Value
<b>WITH</b>	SEC.ACTIVE.STUDENT.COUNT	<b>LE</b>	<b>“10”</b>

**STATUS**

- Closed means the class has reached capacity
- Open means the class has not reached capacity even after the add deadline

Connective	Field Name	Relation	Value
<b>WITH</b>	SEC.AVAIL.STATUS	<b>UNLIKE</b>	<b>“Open”</b>

**Start Date Greater** than a certain date

Connective	Field Name	Relation	Value
<b>WITH</b>	SEC.START.DATE	<b>GE</b>	<b>“XX/XX/XX”</b>

**Leave Balance Information**

Apps Drop Down Menu - Select HR, click on XHRA - Custom Leave Reports and select XLVS (Person’s Leave Plans Summary or XULR (Individual Leave Printable Report))

**E. Budgets**

- The best way to keep track of your budget(s) is through the GLBR Report. Again, your Administrative Assistant should provide you with the support you need to run these reports as needed. You may filter the report by fund, object code, etc.... For assistance, check first with your Administrative Assistant. You may also contact:
  - Jon Young, Business Services Technician
  - Minghui Zhang, Budget Coordinator

- Jason Hinkle, AVP of Business Services
- Primary Fund 11 Discretionary Budget Object Codes
  - Supplementary Services
    - Adjunct: 51390
    - Academic Administrator: 51394 (Ins), 51494 (Non-Ins)
    - FT Faculty: 51395
  - Non-Instructional Hourly Employees - 523XX
  - Instructional Hourly Employees - 524XX
  - Classified/Confidential Employees Hourly Payments: 5219X
  - Operating Expenses (Non-Salary): 6XXXX
  - Budget codes (GL Strings) follow the same format:  
00-00000-00-0000000-0000  
(1) (2) (3) (4) (5)

1. **Fund:** The first number (10, 20, 21, 79—etc.) is the budget itself: general fund, grant, categorical of some type, etc...
2. **Object:** Type of expenditure
3. **Program:** These numbers are very unique to certain areas, such as community education and other specialty areas. They are “00” most of the time
4. **Activity Codes** are your departments
5. **Location**

### Example Codes

Fund Codes	Object Codes	Program Codes	Activity Codes	Location Codes
11-Unrestricted General Fund	51390-Adjunct Supplementary Services	00-Unassigned (used 99% of the time)	672000-Controller's Office	1000-Chancellor's Office/District Communications
12-Restricted General Fund	51393-FT Faculty Supplementary Services (Instruction)	20-One-Time Instructional Block Grant (17-18)	100800-Dance	2000-Instructional Administration
33-Child Development Fund	52190-Classified Overtime	24-One-Time Instructional Block Grant (18-19)	220400-Economics	2300-Lottery Funds
44-Scheduled Maintenance Fund	52410-College Assistants Instruction			3000-Student Services Administration
	64310-Instructional Supplies			4000-Business Services
	65210-Mileage			5000-Facilities
				6000-HR
				7000-Administrative Services
				8000-IT
				9000-Canyon Country



## **F. Informer**

Informer is a reporting application. Various departments, including research and planning, have developed commonly useful reports that synthesize and present data. Consult with your Administrative Assistant or Director of Enrollment Support, Connie Palazzolo, for help with the most used reports for your area. Sample reports:

- INST\_MASTER\_SOFF\_SECT\_REPORT
- Sections by Term and Accounting Method SQL
- HR\_Faculty Certification
- SCHEDULE FOR DEAN REVIEW

## **G. MyCanyons (WebAdvisor/Self Service)**

[My Canyons](#) is the web interface for information from the Colleague system. Students use My Canyons to register for classes and check their schedules. Faculty use My Canyons to generate class rosters, communicate with classes via email, and enter grades. All staff use My Canyons to request, view, and check on vacation and sick leave balances.

Accessing My Canyons:

- Go to My Canyons: [my.canyons.edu](http://my.canyons.edu) (You can also access it from the COC Homepage)
- Select the profile applicable to you:
- Classified staff and administrators will choose “Staff”; faculty and educational administrators will choose “Faculty”
- Enter your CanyonsID username and password
- If you do not have or do not know your CanyonsID login/password, click on “Need help or have questions?” and select “I am a Staff Member”
- To access your leave plan summary, click on the “Leaves & Contact Info” tile in My Canyons, then select “Leave Plan Summary”

### **1. Reversing a Leave Request**

Should you need to cancel an approved leave, do the following:

- Send an email to your supervisor stating the date(s) of the leave you need to cancel
- Your supervisor will then forward your email to the appropriate Payroll employee and copy you on the email
- Payroll will reply to the email to confirm receipt and manually credit you back the time for which you were charged.
- You will be able to verify the time credit/reversal in your leave plan.

### **2. Vacation Cash Out**

Members of the Classified, Confidential and Management groups have the ability to cash out vacation time up to a certain number of hours per fiscal year. Contact PAYROLL if you have any questions.

### **3. Self Service**


Self Service is the new web application that enables users to interact with their information from the Colleague database. It encompasses several modules that allow students to plan and register for classes (Student Planning), view their financial aid (Financial Aid), pay their tuition (Student Finance), and download 1098T tax forms (Tax Information). Self Service provides a way for faculty to perform roster and waitlist management functions (Faculty Overview). It enables employees to change personal information such as address, phone number and email (User Profile)

*To access Self Service:*

- Go to [MyCanyons](#) (You can also access it from the COC Homepage)
- Select Profile from the menu at the top right of the screen
- Classified staff and administrators will choose “Staff”; faculty and educational administrators will choose “Faculty” from the choices

- You will be prompted to log on using your CanyonsID
- Click on “Self-Service”

## H. 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 also used as the interface for all College of the Canyons distance education and hybrid courses.

## I. BoardDocs

[BoardDocs Login Page](#)



Please check with the CIO if you desire to request a login and password to submit documents for the Board of Trustees Agenda.

# VI. *Students*

## A. Petitions and Forms

Many of the forms you will need access to for a variety of petitions and waivers are available on the [Student Services website](#). The most common are generally for [grade changes](#), or a [pre-/ co- requisite challenge](#). You may also see petitions for [late adds](#) (adds after census) and [Contracts for Overlapping Classes](#). Spend time reviewing the [forms](#) and [petitions](#) available on the student services website. If you have a question about any of these, or are asked by a student for a particular form and are not certain what to do, contact:

- Director of Admissions and Records, Steve Erwin x5917
- Associate Vice President of Enrollment Services, Jasmine Ruys, x3466
- Associate Vice President of Student Services, Michael Joslin, x3260

Your administrative assistant or another dean or Associate Vice President may be able to assist you.

## B. 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. If you would like to have a training for you and/or your School, please contact the Director of Admissions and Records, Steve Erwin, to schedule a training

## C. International Students

### International Services and Programs (ISP)

International students are serviced through the Office of International Services and Programs (ISP). International students at COC are allowed to study in the United States under the Federal government issued, non-immigrant student visa called F-1. International students pay full-cost of tuition and do not receive financial aid. They are required by law to take a full-course load, a minimum of 12 units for each regular semester. Although most international students intend to transfer to a 4-year university after COC, many of them are here to improve their English proficiency, complete a certificate program, or upskill in an industry that could be in high demand in their country. Currently, the ISP population representation students from 50 countries, speaking 30 languages.

There is a separate application process for international students as they would need to provide evidence of their financial viability to ISP, in addition to other admission document requirements, such as health and academic records. Kindly refer all international student related inquiries and concerns to [isp@canyons.edu](mailto:isp@canyons.edu); or x3580.

One of ISP's strategic goals is the Lecture. It is in ISP's strategic plan that, from 2018, at least one faculty or staff prepares lectures on topics of interest and delivers them to ISP's partner education institutions someplace in the world.

Closer to home, the campus comprehensive internationalization effort, led by faculty, administrators, and staff through COC Global, provides information and training to the COC community on contemporary issues facing the world today.

## **D. High School Classes**

- AOC (Middle College High School on Campus) located in the University Center.
- College NOW or Concurrent Enrollment: COC offers a number of classes in the Hart School District. Most classes are offered as concurrent enrollment courses as part of our "College NOW" program which takes place after the school day and are open to the general public at the high school sites.
- Dual Enrollment: A limited number of courses offered at the high school sites during the school day, closed to the public, as part of our dual enrollment program.
- iCAN – Castaic High School program that offers a cohort of high school students the ability to participate in college classes, similar to AOC, on the Castaic High School campus during their school day.
- The most current Dual Enrollment/College NOW Handbook for faculty can always be found on the Instruction Intranet @ <https://intranet.canyons.edu/departments/instruction/facultyresources.php>
- You can find more information at the Student Services Early College Programs webpage @ <https://www.canyons.edu/student-services/outreach/earlycollegeprograms/>
- If you have any questions, contact the Associate VP of Instruction, the Dean of Academic Innovation and Continuing Education, or the Director of Outreach and Student Relations.

High school instructors teaching a College of the Canyons course must meet the minimum qualifications as established by the State Chancellor's Office.

# VII. APPENDICES

## Appendix A: Section Build Materials and Timeline

A schedule development timeline is created upwards of 18 months prior to publishing a schedule for student and public view. The timeline reverse engineers the various activities in the development process before a final “live” date. Many of the activities must consider COCFA and AFT contract language as to “when” department chairs will respond to development and when the district will provide information to department chairs such as the DoC/DoH lists in Article 12.

The Office of Instruction creates section build material for deans and department chairs as a planning tool. The **Section Request** document tells the dean and department chair how many sections to offer in a given term including the instructional delivery mode. The **Time Blocks** document shows the session start and end dates along with the meeting time and number of meetings a section should meet, to offer in a given term and the delivery mode. An **Enrollment Report** is provided to show how sections have been offered historically for each department. And finally, a **Submission Form** is provided for department chairs to fill out and submit to the Director of Enrollment Support for

The most current *schedule development timeline and Section Build Materials* can be found on the Instruction Intranet website @ <https://intranet.canyons.edu/departments/instruction/> under “Department Chair Materials

## Appendix B: Committees

Below are some committees that Deans frequently attend and participate on. It would be good to discuss with the Vice President of Instruction which committees are most relevant to you if you are uncertain about which meetings to attend.

- Since 2021, many committees have opted to offer remote attendance via Zoom. Check with the contact person for a given committee for online attendance options.
- A complete list of Academic Senate Standing Committees can be found on the **AS** website

Meeting	Days	Time	Location (Subject to change)	Contact/Chair (Subject to Change)
*Academic Deans Council	Every Monday	8:45 – 10:45 AM	CHCS – 201	VP of Instruction
Academic Senate	Every 2 <sup>nd</sup> and last Thursday of the month	3 – 5 PM	BONH-330	AS President

*Accreditation Committee	Once a month (typically Fridays)	9 am – 10 am	CHCS – 211	VP of Instruction
Committee for Assessment of Student Learning (CASL)	Second and Fourth Wednesdays	1:30 - 3:pm	BONH – 330	AVP of Instruction
CPT (College Planning Team)	Third Mondays	3 – 4:30 pm	UCEN – 258	Chancellor
Curriculum	1st and 3rd Thursday of the month	3-5	BONH – 330	VP of Instruction
*Enrollment Management	Third Wednesdays	2 – 3 pm	CHCS – 201	VP of Instruction
*Full Cabinet	First Tuesdays	10:30 am – Noon	CHCS – 201	Chancellor or VP
*Instructional Advisory Council (IAC)	Third Fridays	8 – 10 am	MNH – 343	VP of Instruction
Institutional Effectiveness and Inclusive Excellence or (IE) <sup>2</sup>	Second Tuesdays	3 – 4:50 pm	MNH – 343	AVP of Institutional Research, Planning & Effectiveness
*Management Advisory Council (MAC)	Third Tuesdays	10:45 am – Noon	CHCS – 201	Director of Professional Development
*President’s Action Council – Budget (PAC-B)	Second Mondays	3:15 – 5 pm	UCEN – 258	VP of Business Services
Program Viability	2 <sup>nd</sup> and 4 <sup>th</sup> Thursday of the Month	10:00-11:30 am	BONH – 330	VP of Instruction

School Chair Meeting	Varies per School			Dean
*School Meeting	Varies per School			Dean

\*Required of Dean

## Appendix C: Guiding Principles to Market Programs and Courses

Marketing or advertising a program or course may be necessary for under enrolled programs and/or courses. Taking a proactive approach to marketing will maximize efforts in contrast to waiting until a class is in jeopardy of cancelling due to low enrollment. Making plans to develop flyers and crafting canned email messages in advance, is essential to mitigate the impact on other departments the office of instruction depends on to execute marketing i.e., graphics, reprographics, PIO, A&R and more.

A Marketing AdHoc Committee met in March of 2022 to create a process for deans and department chairs to encourage forward thinking. As a result, the committee developed forms and resources for this purpose.

**A Worksheet and several supporting resources can be found on the Intranet under [“Instruction.”](#) Beyond those documents, a few assumptions came to light noted here to help manage expectations and guide the process.**

It is recommended to plan 3-6 months prior to *registration* to take advantage of “current” students before they leave for the semester. And, to be mindful of high school seniors in early spring to introduce options for fall.

- Marketing is intended for underperforming programs.
- New programs or revamped programs will work with PIO outside of this process.
- Deans and department chairs are asked to create canned email messages as the first effort as it is effective and free.
- It is the responsibility of each school to identify who will send the email. It is recommended that administrative assistants pull the student contact information and execute a mail merge to send the email on behalf of the dean or faculty.
- Deans should identify a funding source should they desire to market through an external source such as a magazine or professional publication. From time to time PIO will have funds but it should not be assumed that PIO will cover the cost of mailers, colored flyers, or ad placement.
- Deans and department chairs must identify the target audience and where that target audience can be found before developing a message. The “Worksheet” form was created for this purpose.
- Once the Worksheet is complete, the dean, with input from the department chair, will meet with PIO to discuss options. Funding and timing will be the primary factors in the final

plan.

- If you create a flyer to reach an audience that are not current students, be sure the flyer includes “how to apply,” a url with more information about the program, a contact person or department to answer questions, and discuss with the director of admissions and records, Steve Erwin, that he may anticipate the potential impact on A&R.

## Appendix D: Staff Listings

Please see the [Instruction Office directory](#) for a list of Instruction personnel. See the [Instruction Office divisions page](#) for a list of Division Deans and Department Chairs.

## Appendix E: Resources

Below is a list of resources for any academic dean, regardless of their experience. The list is certainly not exhaustive, but it represents readings in community college issues and management and leadership topics relevant to leaders at all levels. Those with a \* are particularly relevant to community college deans.

- [ACCCA](#)
- [State-wide Academic Senate](#)
- [State of California Chancellor’s Office](#)

\*Bailey, T. R., Jaggars, S., & Jenkins, D. (2015). *Redesigning America's community colleges: A clearer path to student success*. Cambridge, Massachusetts: Harvard University Press.

Bain, K. (2011). *What the Best College Teachers Do*. Cambridge: Harvard University Press. Behling, L.L. (2014). *The resource handbook for academic deans*. San Francisco, CA: Jossey-Bass.

\*Boggs, G.R. & McPhail, C.J. (2016). *Practical leadership in community colleges: Navigating today’s challenges*. San Francisco, CA: Jossey-Bass.

Bolman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership*.

\*Buller, J.L. (2007). *The essential academic dean: A practical guide to college leadership*. Buller, J.L. (2011). *Academic leadership day by day: Small steps that lead to great success*. San Francisco, CA: Jossey-Bass.

Buller, J.L. (2012). *Best practices in faculty evaluation: A practical guide for academic leaders*.

\*Buller, J.L. (2013). *Positive academic leadership*. San Francisco, CA: Jossey-Bass.

\*Buller, J.L. (2015). *Change leadership in higher education: A practical guide to academic transformation*. San Francisco, CA: Jossey-Bass.

\*Cockell, J., & McArthur-Blair, J. (2016). *Appreciative inquiry in higher education: A transformative force*.

Crippen, C. (2010). Serve, teach, and lead: It’s all about relationships. *Insight: A Journal of Scholarly Teaching*, 5, 27–36. Retrieved from <http://files.eric.ed.gov/fulltext/EJ902861.pdf>

Duhigg, C. (2012). *The power of habit: Why we do what we do in life and business*. New York, NY: Random House.

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- Higgerson, M.L., & Joyce, T.A. (2007). *Effective leadership communication: A guide for department chairs and deans for managing difficult situations and people*.
- \*Jensen, R. and Giles, R. (2006). *Insider's guide to community college administration*. Washington, DC: Community College Press.
- Johansen, B. (2017). *The new leadership literacies: thriving in a future of extreme disruption and distributed everything*. Oakland: Berrett-Koehler Publishers, Inc.
- Lewis, S., Passmore, J., & Cantore, S. (2016). *Appreciative inquiry for change management: Using AI to facilitate organizational development*.
- \*Reed, M. (2013). *Confessions of a community college administrator*. San Francisco, CA: Jossey- Bass.
- \*Roueche, J.E., Baker, G. A. I. I. I., & Rose, R. R. (2014). *Shared Vision: Transformational Leadership in American Community Colleges*. Lanham: Rowman & Littlefield Publishers.
- Roueche, J.E. (2008). *The creative community college: Leading change through innovation*. Washington, DC: Community College Press/American Association of Community Colleges.
- Sinek, S. (2017). *Leaders eat last: Why some teams pull together and others don't*. London: Portfolio Penguin.
- Sinek, S., Docker, P., & Mead, D. (2017). *Find your why: A practical guide for discovering purpose for you and your team*. New York: Portfolio.
- Stetson, N. E., Miller, C. R., & League for Innovation in the Community College (U.S.). (2004). *Appreciative inquiry in the community college: Early stories of success*. Phoenix, Ariz: League for Innovation in the Community College

## Appendix F: CCCC Approval Contact Hours

Class Time	Hrs: Min	Start/End Time	Contact Hrs	# Breaks
50 Minutes	00:50	8:00 - 8:50	1.0	NA
65 Minutes	01:05	8:00 - 9:05	1.3	NA
70 Minutes	01:10	8:00 - 9:10	1.4	NA
75 Minutes	01:15	8:00 - 9:15	1.5	NA
80 Minutes	01:20	8:00 - 9:20	1.6	NA
85 Minutes	01:25	8:00 - 9:25	1.7	NA
90 Minutes	01:30	8:00 - 9:30	1.8	NA
95 Minutes	01:35	8:00 - 9:35*	1.9	NA
110 Minutes	01:50	8:00 - 9:50	2.0	1
125 Minutes	02:05	8:00 - 10:05	2.3	1
130 Minutes	02:10	8:00 - 10:10	2.4	1
135 Minutes	02:15	8:00 - 10:15	2.5	1
140 Minutes	02:20	8:00 - 10:20	2.6	1
145 Minutes	02:25	8:00 - 10:25	2.7	1
150 Minutes	02:30	8:00 - 10:30	2.8	1
155 Minutes	02:35	8:00 - 10:35*	2.9	1
170 Minutes	02:50	8:00 - 10:50	3.0	2
185 Minutes	03:05	8:00 - 11:05	3.3	2
190 Minutes	03:10	8:00 - 11:10	3.4	2
195 Minutes	03:15	8:00 - 11:15	3.5	2
200 Minutes	03:20	8:00 - 11:20	3.6	2
205 Minutes	03:25	8:00 - 11:25	3.7	2
210 Minutes	03:30	8:00 - 11:30	3.8	2
215 Minutes	03:35	8:00 - 11:35*	3.9	2

Class Time	Hrs: Min	Start/End Time	Contact Hrs	# Breaks
230 Minutes	03:50	8:00 - 11:50	4.0	3
245 Minutes	04:05	8:00 - 12:05	4.3	3
250 Minutes	04:10	8:00 - 12:10	4.4	3
255 Minutes	04:15	8:00 - 12:15	4.5	3
260 Minutes	04:20	8:00 - 12:20	4.6	3
265 Minutes	04:25	8:00 - 12:25	4.7	3
270 Minutes	04:30	8:00 - 12:30	4.8	3
275 Minutes	04:35	8:00 - 12:35*	4.9	3
290 Minutes	04:50	8:00 - 12:50	5.0	4
305 Minutes	05:05	8:00 - 1:05	5.3	4
310 Minutes	05:10	8:00 - 1:10	5.4	4
315 Minutes	05:15	8:00 - 1:15	5.5	4
320 Minutes	05:20	8:00 - 1:20	5.6	4
325 Minutes	05:25	8:00 - 1:25	5.7	4
330 Minutes	05:30	8:00 - 1:30	5.8	4
335 Minutes	05:35	8:00 - 1:35*	5.9	4
350 Minutes	05:50	8:00 - 1:50	6.0	5
365 Minutes	06:05	8:00 - 2:05	6.3	5
370 Minutes	06:10	8:00 - 2:10	6.4	5
375 Minutes	06:15	8:00 - 2:15	6.5	5
380 Minutes	06:20	8:00 - 2:20	6.6	5
385 Minutes	06:25	8:00 - 2:25	6.7	5
390 Minutes	06:30	8:00 - 2:30	6.8	5
395 Minutes	06:35	8:00 - 2:35*	6.9	5