Grossmont Cuyamaca Community College District

Faculty Load: Meeting Notes

January 9, 2015

Workshop Objectives

As part of the implementation of Workday at Grossmont Cuyamaca Community College District (GCCCD), Strata Information Group (SIG) is working with the District and the Colleges to analyze and improve the underlying processes. This analysis yields several outputs:

- Understand the unique requirements of the Colleges and the District
- Develop best practices ("ideal" processes) to improve service and accuracy, streamline operations, and free up staff and faculty for higher-value activities
- Take full advantage of the Workday technology

With those goals in mind a workshop was conducted focusing on Faculty Load. The group worked on the following activities during the workshop:

- Map the process in order to identify all of the steps in the current process
- List opportunities for improvement to the faculty load process
- Identify obstacles related to faculty load
- Identify all the sources of instructional and non-instructional load
- Develop a path for migrating data from Colleague to Workday
- Develop a plan for calculating faculty load when Workday is live

Participants represented both Colleges and the District – from academic units to human resources and payroll. Kari Blinn, from SIG, facilitated the workshop. Participants were engaged and thoughtful. They articulated the issues with the current process – and generated many opportunities for improvement. This document contains the contents and outcomes of the groups' efforts.

Next Steps

At the end of the workshop, participants developed an action plan for addressing gaps, taking advantage of opportunities, and moving the faculty load project forward.

1) Discuss the opportunity for less granular tracking

- Discontinue practice of putting detailed account codes on every class section
- Ensure the minimum needed to meet:
    - State reporting needs (Load, TOPS) – e.g. MIS reporting
    - Budget forecasting
    - Payroll
- Ideas to consider:
    - Redistribute into specific buckets later (don't tie to payroll)
- Vi could facilitate a conversation with Tim and Sue (and their designees), include Eric/Sheri/Shari for PM and Colleague perspectives

2) Request that SCI to analyze the results from the discover session on January 18th

- Identify best practices and suggest options
- Find home in Workday for data – e.g. load, account numbers, etc. – then take advantage of Workday functionality to perform calculations, configure workflow/routing, and set alerts

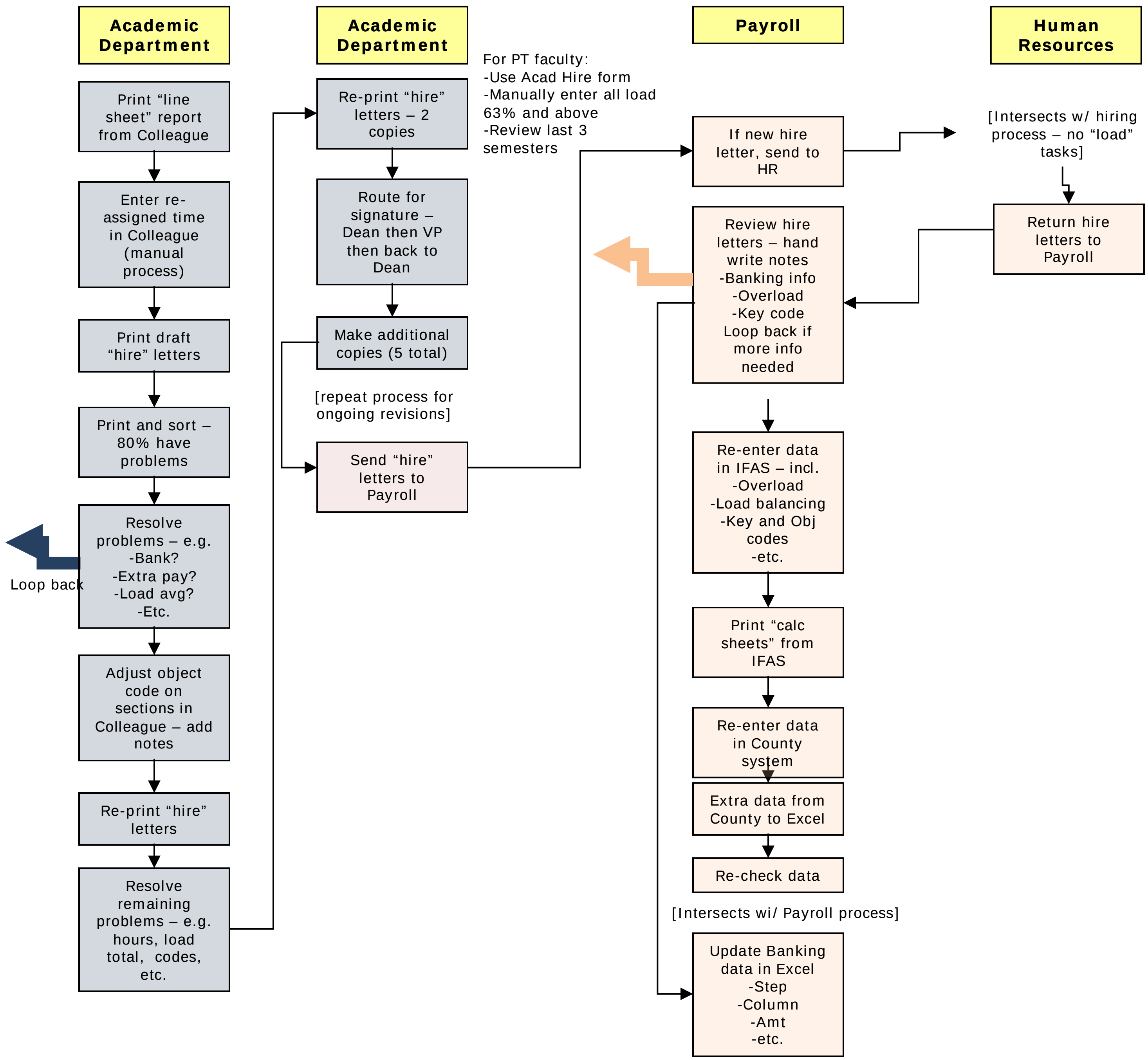
3) Meet with Non-credit (Jennifer/Cindy)

- Identify any gaps and forms they have as it relates to faculty load
- Ensure both credit and non-credit processes and data are included in load calculations

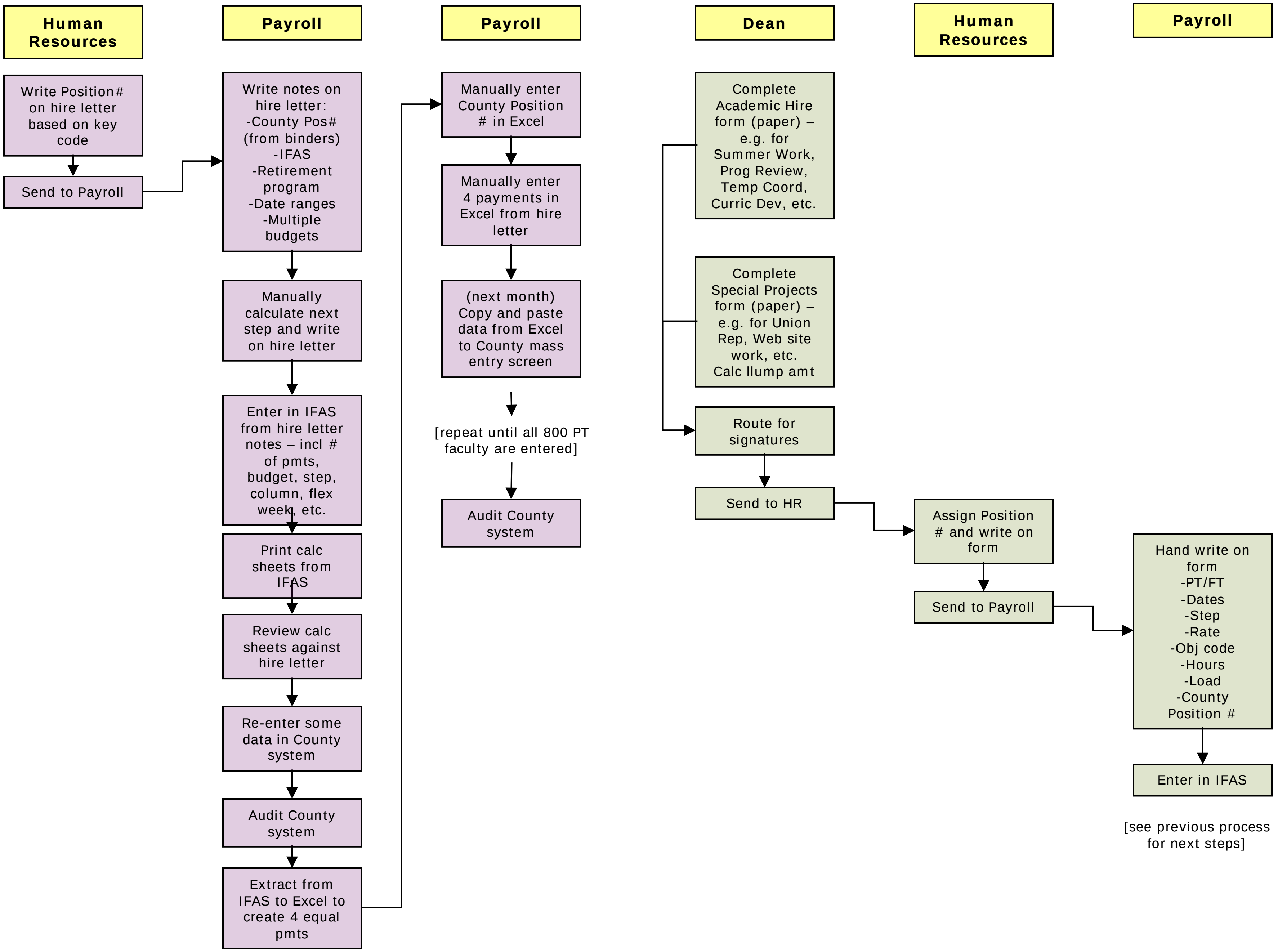
Future

- Conduct BPA workshops for Hiring and Class Schedule Development processes – both dramatically affect load process

Current Faculty Load Tracking Process



Current PT Faculty Load and Payroll Process



Types of Employees with Load

- Full Time Faculty
- Part Time Faculty
- Counselors
- Librarians
- Coaches
- Non-Credit Instructors

Sources of Load Data

- Colleague
    - Class schedule data
    - Department counts
    - Split teaching (data originates from forms and e-mail messages)
    - Notes – free-form (e.g. 1st time LED)
- Excel spreadsheets
    - Reassigned time
    - Load bank form data
    - Load average data
    - Open entry exit grid (and Colleague)
- Academic Hire form
- IFAS
    - Step and Column data - Enter in IFAS

Opportunities for Improvement

In brainstorming fashion, participants identified the following opportunities. (These are not listed in ranked order, nor do they necessarily represent consensus.)

- Use clear terminology -- e.g. 'Line Sheet' is not descriptive
- Easily view faculty member's teaching history
- Address disparities in current calculations for reassigned time
- Extract data in a meaningful format
- Unified process between campuses
- Use system to identify faculty members not at 100% of load and pay out of different object code
- Migrate teaching and reassigned information in Colleague to Workday –then calculate pay and accounting in Workday
- Reconsider the level of granularity -- What is true need of this level of granularity?
- Implement workflow and WD BPs and eliminate paper forms
- Get information earlier as part of class schedule development process
- Use hours formula in Colleague for 320 reporting; Need separate field
- Reduce approval layers
- System is authoritative source – not paper forms or Excel
- Auto-calculate absences, view in system – include class and time for the absence (Why so granular?)
- Reconsider granularity for absence tracking – e.g. day/time/class is too detailed
- Review for minimum qualifications should be part of hiring process – not load or payroll
- Does this level of budget granularity make sense?
- Free people up from mundane, manual tasks: fully utilize their experience, expertise, creativity
- Implement banking in WD
- Part time faculty load – enter all the components in the system
- Auto-alert when going over 67%
- Non-credit pay on load rather than hours
- Put all assignments in Colleague
- Alerts based on pay for PT faculty
- Colleague to WD – migrate data to WD fields and then perform calculations and utilize WD functionality – e.g. alerts, routing, etc.
- Tie coaching stipend to course – no need to reference a list or position

Obstacles

In the same manner, participants identified the following obstacles:

- Using name 'hire letter' every semester – confusing, they are not being hired every time
- Paper, paper, paper – not secure, slow, not transparent, bad for the environment
- Entering same data many many times – forms, Excel, Colleague, IFAS, County
- Calculating manually
- Problems coordinating reassigned time
- Multiple data sources (Colleague sections, ODS reports faculty, IFAS budget)
- Different processes at the two colleges
- Data in free form notes fields – inconsistent, can't report from notes, requires manual re-entry
- Wet signatures
- Change object code if section is taught by FT, PT, OL, etc. – too granular
- Accounting at section level is too granular
- Hiring in multiple departments
- If split assignment, creating two hire letters
- Not getting all information -- e.g. bank, split – requires looping back
- Authoritative source is paper – not the system
- Absences accumulate without subs -- risk missing contact hours required for class
- Forecasting in IFAS is creating complexity for load – must correct data on most entries when it becomes actual
- Notes on hire letters are all different depending on who is completing them
- Massive re-entry of data
- Non-credit hours and load are not all entered correctly and consistently
- Using 1 field for 2 purposes
- PT projects not tracked in Colleague
- Walk about – counting chairs – to tie back to load and large lectures
- Why multiple key codes within a department? Too granular
- Manually tracking attendance during staff development – results in manual adjustments to pay
- Academic Hire form data not in Colleague (could be in Colleague)
- Paper time sheets – all manual – monitor hours manually
- Layers of signatures
- Tracking contract days in Excel – e.g. library