Currently, the program is being supported by VTEA funds, which provide for 3.75 CAH of release time each for 2 faculty co-coordinators (for a total of 7 CAH release time per semester, or $10,500 per semester). We request that this funding/staffing be maintained at its current level so that the service-learning program can continue, and continue to grow. The continuance and growth of the program will enable the college to meet the strategic goal of “extending learning beyond the walls of the classroom” by “increasing the number of courses that incorporate service-learning” (15a).

The faculty co-coordinators develop and teach new curricula, train faculty in service-learning methodology, oversee faculty and student participants, develop and hold staff development workshops, spearhead the Experiential Learning Task Force, do outreach into academic divisions, classrooms, and student clubs, develop new community partnerships and projects, develop and disseminate publicity and outreach materials, maintain a database of existing and potential community partnerships, create faculty and student resource packets, oversee program assessment and record-keeping, develop and execute campus-wide recognition and awards for participating students and faculty, and research and apply best practices for the service-learning program.

Because of the magnitude and complexity of the tasks involved in building an interdisciplinary program like service-learning that also involves networking in the community, two faculty co-coordinators are essential. Because so much of service-learning program-building involves working closely with faculty on curriculum and pedagogy, and on gaining the interest, respect and commitment of those faculty, coordination by established Chabot faculty, with release time, is essential. We therefore hope that the college will recommend the continuance of funding/staffing at its current level.
We would like to request a classified staff position of Program Assistant for Experiential Learning programs at Chabot College. This position will be indispensable for handling the day-to-day operations of the Office of Experiential Learning, which is planned to be incorporated into the planned Community Student Access Center. This assistant would be responsible for handling student intake, inquiries about the programs, courses and requirements, and assisting students with filling out necessary forms to complete their hours and credits for a wide range of service-learning options, as well as mentoring, off-campus tutoring, and other forms of experiential learning. This staff person would also be responsible for managing and updating the database of service-learning and other opportunities, maintaining community partners and contacts, providing information to faculty, keeping records and legal clearance forms in order, supervising and assisting with completion of reflection assignments, assisting with student and faculty recognition, and managing assessment forms and data. The necessity of such a staff person to manage an Experiential Learning office is evidenced in existing programs across the country; some important examples of successful existing programs are Cal State Monterey Bay, Brevard Community College in Florida, Maricopa Community College in Arizona; examples closer to home are S.F. City College, Glendale Community College, and CSU East Bay. All of these programs are assisted by at least one staff person, allowing for broader student participation and a more varied menu of experiential learning offerings that cannot be supported without such assistance. All of the program goals and objectives—improving service-learning curricular offerings, building outreach and recognition, expanding and organizing community partnerships, and improving the overall operations of the program—would be greatly facilitated by this program assistant.
Criteria For Classified Staffing Priorities (not necessarily in Priority Order as developed by the Admin Staff)

1) Impact on enrollment and revenue;
2) Safety;
3) Mandates;
4) Workload distribution (impact on other’s work);
5) Relationship to institutional priorities.