Chabot College
Office of Professional Development
Program Review Report
2015 -2016

Year 1 of
Program Review Cycle

Submitted on Oct. 24, 2014
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Office of Professional Development – Year One

1. **Where We've Been**

The Office of Professional Development is new to Chabot College. Over the last decade, Staff Development needs were supported in the Center for Teaching and Learning (CTL), part of the Learning Connection. The Chair of the Staff Development Committee was also the Coordinator of the CTL. During that time, the Chair received 50% reassigned time for these duties. Most of the reassigned time was funded with grant monies. Last Spring, a Faculty Coordinator of Professional Development position was created and the Staff Development Committee voted for the Chair position, to remain in line with its charge. I was selected for both positions for 2014-15. (The reassigned time is 60%, with 40% funded by grant and 20% funded by the college.)

When I began my work as CTL Coordinator/Staff Development Committee Chair in 2013-14, Professional Development lacked a budget. Most faculty were accessing Title III and Basic Skills Initiative (BSI) funds for Focused Inquiry projects and conference travel. We received generous monies from the President's Office to pay for Breakfast and Lunch at last year's Flex Days. Currently, we are still operating without a budget. The President's Office has graciously assisted us by funding Breakfast at Flex Days in Fall 2014. However, we cannot fund Focused Inquiry projects, Variable Flex and Classified Professional Development opportunities, or conference travel. This has had a disastrous effect on Professional Development at Chabot. In the Spring 2014 Accreditation survey, only 45% of respondents agreed that *the college provides the support and resources to improve my teaching and job skills.* This number is down from 60% in 2008.

Faculty and Classified Professionals need Professional Development in many areas, including software training, teambuilding, emergency response/disaster preparedness, leadership, wellness, pedagogy, and other best practices. In fact, in the Spring 2014 Accreditation survey, only 29% of faculty, staff, and administrators agreed that *Staff Development/Flex activities have helped them improve their teaching or job skills*. We are trying to increase that number. There are many experts on our campus who we can draw on to share their knowledge. There are experts in our communities we would like to invite here. We would like to have Sabbatical Leave recipients share their projects with the entire campus; we would like to have ongoing training workshops for Staff; we would like to have Classified and Administrator Professional Development plans to set goals and support staff in skill development and growth within our organization; we would like to bring consultants and speakers to campus to teach best practices in teaching. We would like to do so much more than we are currently doing. (More on that in the Appendices.)

This fall, Gov. Jerry Brown signed AB 2558 to fund Professional Development in Community Colleges. In order to access this funding, colleges need to have a campus Human Development Resources Plan, a Comprehensive Evaluation plan for assessing Professional Development on their campuses, an advisory committee (Staff Development Committee), a report of expenditures from the previous year, and a letter of request made by the Chancellor. In June 2014, I submitted our Flex plan through the State website. This fall, the Staff Development Committee has developed Program Level Outcomes (PLOs) and a new evaluation form to assess Flex activities. We are also working on Classified Professional and Administrator surveys and evaluation toolsto

determine specific Professional Development needs and our ability to provide for them. We anticipate asking the Chancellor to support our request for these State funds by Spring 2015. This will greatly enhance Professional Development at Chabot College. When asked, in the Spring 2014 Accreditation survey if they had used Staff Development funds, only 52% of respondents said yes. Also in the survey: *within the last 2 years, I have gone to the following number of conferences or other professional development events off-campus.* 35% of all employees entered "none" and 23% entered "one" as responses to that statement. When over half of employees at Chabot are not consistently involved in conversations at the regional, state, and national levels, we will find ourselves out of touch with best practices and important conversations with real implications for our students. We have got to do better than this and with a stable budget, we can increase these numbers in significant ways.

2. **Where We Are Now**

The Office of Professional Development is housed in Academic Services and the Faculty Coordinator reports to the Vice President of Academic Services. In this space, we have found administrative support and a more visible location for Faculty and Deans to find us. There is a strong fit for Professional Development in Academic Services, but it may not be the most ideal location for us. I am concerned that we are not as connected to Student Services and Administrative Services, as we serve both of them as well. As this Office becomes further institutionalized, it will be important to remain cognizant of how we serve the entire staff and faculty of Chabot.

The CTL had a cache of books on Professional Development topics. They were housed in the CTL Coordinator's office, but they were not accessed by employees often. I have moved those books into the main Library, where the Librarians have created a section for Professional Development. This year, the listing of those books will be provided on our website with a link to the Library's catalog, so personnel can access these resources more readily. Additionally, we plan to request more books and resources through the Library to enhance our holdings for Classified Professionals and Administrators. The OPD will continue to work with the Library to provide resources for all staff.

Our website is under renovation. We are working to remove unnecessary links and to archive much of the CTL and Staff Development content. By the end of this year, we will have a proper website with current links and content. We will continue to provide Variable Flex information through this site and are investigating how other colleges submit and report on Variable Flex activity. Some campuses have moved to electronic reporting and we are intrigued with how this might work for Chabot. Once we have a budget, we will provide forms for staff to access travel funding and resource requests through our site, as well. Finally, we will host an updated calendar of Flex and Professional Development activities. (We are looking forward to having a Webmaster to support with this Website development.)

The OPD coordinates with the Staff Development Committee to plan Flex activities. Requests for Flex Day workshops and sessions come in through the OPD and are presented to the Committee. The Committee accepts or rejects proposals based on consensus. This year, we have

accepted most proposals. Some were altered to fit existing needs; some were postponed. We continue to survey participants to determine what workshops are needed and which we should continue to provide. This recent Flex Day (Oct. 16, 2014), we scheduled a Fire Drill and Evacuation, as well as a Debrief Session, to address faculty and staff concerns about the lack of emergency preparedness training. Additionally, we provided time for Title IX training and Accreditation work. Numerous faculty and staff submitted sessions on topics including software training, pedagogy, equipment training, assessment, budget workshops, program development, wellness support, and teambuilding opportunities. We maintain sign-in sheets for sessions and have been developing a Comprehensive Evaluation Plan for assessment of these activities.

In addition to Flex Day activities, the OPD offers Variable Flex and ongoing Professional Development opportunities. This semester, we are hosting a Book Club in conjunction with the CalReads/City of Hayward Library project and the Veteran's Center on campus. We have been reading *What it is Like to Go to War* by Karl Marlantes. Marlantes recently spoke on campus to several hundred community members about how veterans are treated. Next semester, we will revive the SpeakEasy. Several years ago, Christine Warda and K Metcalf (Classified Professional, Student Services) created this group to encourage the development ofpresentation skills. This group consisted of faculty, staff, and administrators. Drawing on their expertise from Toastmasters and teaching Communication Studies, Christine and K challenged them with impromptu speaking, allowed for sharing fears and concerns to find support, and provided space and time for rehearsals for upcoming Board presentations. The SpeakEasy will be back this year! Additionally in the Spring, we will be inviting those who have completed Sabbatical Leaves in the last year to present their projects to campus in a series of Brown Bag sessions.

The OPD has been collecting Variable Flex proposals and reports through the VP of Academic Services' office. We will continue to maintain records of Variable Flex. As described above, we have an interest in working with the Faculty Association and Administration to develop a strong Variable Flex reporting system. This year, we collaborated on updates to the Variable Flex forms. We would like to encourage this reform further in the future.

The Faculty Coordinator for Professional Development sits in a lot of meetings. Being Chair of Staff Development requires sitting in additional meetings. This semester, I have attended Planning, Review, and Budget Council (PRBC), Academic Senate, Classified Senate, Staff Development (SD) Committee, Basic Skills Committee, Student Equity Coordinating Council, Career Pathways Trust (CPT), First Year Experience (FYE), Accreditation, and upper Administration meetings. (Much of my 40% load is logged in meetings. Fortunately, the 20% load of SD Committee Chair eases my schedule. We may need to explore increasing the 40% load for Faculty Coordinator of OPD as the Office develops, and if the Faculty Coordinator and SD Chair are not the same person.)

Another function of the OPD is to assist with New Hire Support. (These are truly the most enjoyable meetings I get to attend.) In August 2014, the OPD offered new Full-time Faculty a ½ day Orientation. The New Faculty Cohort was given a tour of campus to hear presentations about campus services, as well as, a handbook, Chabot pens, and other resources. We have received valuable feedback (both complimentary and constructive) about these activities and will use this knowledge to make improvements for the next cohort. The Faculty Association provided lunch

and presented information to new Full-time and Part-time faculty that day. That afternoon, Part-time Faculty listened to a series of presentations about campus services and were provided resources and handbooks in a two hour Orientation. A few days later, we conducted a morning orientation for Part-time Faculty who could not attend the earlier afternoon session. Over 60 new (and returning) faculty members participated in these sessions. Several attendees shared that they have worked for the college for more than a year and that this was their first invitation to an orientation. In the 2014 Accreditation survey, only 62% of employees agreed that *when (they) started at Chabot (they) attended orientation/training for their jobs.* 32% - a full third of employees – **disagreed** with that statement. This is a <u>significant issue</u> for the campus and District.

Orientation is just one aspect of New Hire Support. OPD also provides a monthly check-in with our new Full-time Faculty. During these check-ins, new faculty are encouraged to share pedagogical philosophies, participate in teambuilding activities, get advice and Great Ideas for Teaching (GIFTs) from other faculty, learn more about campus resources, and other worthwhile activities. Currently, we do not have a similar support system for Classified Professionals nor Administrators. Although, there is a FAQ page on the Chabot website to assist new employees. We will continue to explore how we can support new Classified and Administrative staff at Chabot. Additionally, we will continue to argue for a small amount of reassigned time for the New Faculty Cohort facilitator. We would prefer to draw on a senior faculty member to share expertise, provide mentoring, and teach institutional memory to new faculty.

3. The Difference We Hope to Make

In the Spring 2014 Accreditation survey, 62% of respondents agreed that they *feel respected and appreciated as an employee of Chabot College.* This number is too low. One of the most important ways the Office of Professional Development can make a difference at Chabot College is to promote teaching and learning for all. We want to invite faculty, staff, and administrators to share their expertise during Flex Days and other Professional Development events. The "Silo Effect" is diminishing through many of our Flex Day activities and we believe we are on our way to stronger cohesion and mutual respect at Chabot.

Additionally, we want to cultivate a culture of celebration by reviving the Great Teachers Award, as well as, finding similar ways to recognize outstanding Administrators and Classified Professionals. Finally, we want to encourage strong teambuilding through activities and events. We would like to pilot a Family Picnic late in the Spring Semester to celebrate our accomplishments and meet important people in each other's lives.

Second, OPD will work to support the Strategic Plan and its initiatives. The Plan directs employees to support students in a variety of ways. Both Classified Professionals and Faculty have stressed the need for Professional Development to do this. Faculty need to attend Development sessions to make strides on Acceleration, Equity, and Basic Skills Instruction. Faculty and Classified Professionals need software and communication training to perform their jobs more effectively. In the Spring 2014 Accreditation survey, only 33% of respondents agreed *they have received sufficient training in Banner, Class-Web, and WebFinance*; 26% have

received *adequate training in Microsoft Office*; and 53% have been *trained appropriately on Blackboard*. We have major training needs to support students in reaching their educational goals. For some of these needs, we will be working with District IT, who have already shared the results of the Convocation "clicker" survey session to identify training needs on current software and systems.

Further, in order to *clarify pathways*, faculty have expressed the need for time and support to **develop** clear pathways. The Spring 2014 Accreditation survey found that only 66% of faculty and staff *are encouraged to develop new programs and services that will enhance student learning.* OPD would like to assist with continuing to provide dedicated time during Flex Days for First Year Experience (FYE) and Pathway Development. We also will continue to coordinate with the Grants Director to support specific programs' needs. Additionally, the Focused Inquiry Network (FIN) needs to be institutionalized. We need a stable budget for faculty, staff, and administrators to access for focused projects that support the Strategic Plan. We need a centralized hub for supporting communication between Focused Inquiry Groups (FIGs) and for communicating the findings of the FIG to the greater campus community. We will begin this work on our Spring Flex Day by encouraging our Habits of Mind team to present their findings in one of the sessions.

Over the next few years, we will be revitalizing our website to offer information, resources, and forms, so all employees will be able to easily access the Office of Professional Development. We may even revive the Newsletter and a place for announcing Conference information. In addition, we would like to have pages dedicated to the New Faculty Cohort, New and Celebrated Classified and Administrative Staff, and Great Teachers recipients, to visibly recognize new personnel and success in those roles.

We will continue to provide Orientation and ongoing New Hire Support. We were not able to hold an evening Orientation for Part-time Faculty this year, but we hope to do so next year and in subsequent years. Further, we would like to host ongoing workshops on how to land Full-time teaching positions. Our colleagues at Las Positas hosted a session this year for all District Part-time Faculty, and we would like to do the same here. There is also much work to be done in how we offer Professional Development to Classified Professionals and Administrators. We will be exploring how to support these personnel over the next few years.

As this new office emerges, it is an opportune time to reflect on how Professional Development has functioned at Chabot over the last few decades, how budget cuts significantly impacted our ability to maintain basic Professional Development recently, and how with continued support in the future, we will be able to pick up the pieces and move forward.

Our vision for the future is bright! We believe that this Office will be institutionalized and the Faculty Coordinator position will be secure each year and **not** dependent on grants. We anticipate continuing to receive administrative support to conduct surveys, provide resources, and help manage the Office's affairs. We know that we are close to having everything in order to access State funds to provide a budget for Professional Development at Chabot.

With these pieces in place, the Office of Professional Development will provide much needed resources for personnel; a hub for communication between colleagues on-campus, intra-District, and the greater scholarly community; and support for greater innovation and collaboration.

*OPD will continue to coordinate with the Staff Development Committee to provide essential training and workshops on Flex Days.
*We will continue to survey participants and assess our PLOs to evaluate success in our endeavors, as part of our Comprehensive Evaluation Plan.
*We will also complement Flex Days with ongoing Flex opportunities, including Sabbatical reports, Brown Bag sessions, the Chabot Book Club, the SpeakEasy, and hosting a conference or two.
*The Focused Inquiry Network will have a centralized hub and employees will have access to funding support.
*All employees will have the opportunity to request conference/travel funds. The Staff Development Committee will evaluate these requests, received by the Faculty Coordinator and/or Chair.
*Our website will be a useful tool for employees to access information and to see their achievements.
*We will provide comprehensive New Hire Support for **all** roles on campus.
*Further, we will provide Classified Professionals and Administrators comprehensive plans for achieving benchmarks and goals for their personal and professional success.

With these pieces in place, OPD will be able to make a dramatic difference in the culture, for the Strategic Plan, and toward highly effective and empowering Professional Development at Chabot College.

Appendix A: Budget History and Impact

Audience: Budget Committee, PRBC,and Administrators
Purpose: This analysis describes your history of budget requests from the previous two years and the impacts of funds received and needs that were not met. This history of documented need can both support your narrative in Section A and provide additional information for Budget Committee recommendations.
Instructions: Please provide the requested information, and fully explain the impact of the budget decisions.

Category	2013-14 Budget Requested	2013-14 Budget Received	2014-15 Budget Requested	2014-15 Budget Received
Classified Staffing (# of positions)	**0**	**0**	**0**	**0**
Supplies & Services	**0**	**0**	0	0
Technology/Equipment	**0**	**0**	0	0
Other	**0**	**0**	0	0
TOTAL	**0**	**0**	0	0

This is a new Office and the previous CTL was housed in the Learning Connection. So, we do not have a history to provide. For comparison, one might look to the CTL documents in the Learning Connection program review. However, I would recommend looking at this as a new program; OPD is not the same as CTL.

We are in significant need for funding. With AB 2558, the District and campuses should have access to approx. $2.28 million for Professional Development. (AB 2558 allots up to 2% of prior year District Revenues for funding Professional Development; $2.28 million is figured from the approx. $114 million total revenue in the Tentative Budget 2014-15 on (http://www.clpccd.org/Business/documents/Tentative14-15FINAL.pdf)

For fiscal year 2015-16, we are requesting a budget of $250,000 to begin implementing infrastructure for Professional Development.

This budget would allow for staffing the Office of Professional Development; coordinating travel/conference expenses; recognizing excellence with faculty, staff, and administrators; providing New Hire Support; operating the Focused Inquiry Network and supplementing grant monies for program development.

Appendix C: Program Learning Outcomes

Considering your feedback, findings, and/or information that has arisen from the course level discussions, please reflect on each of your Program Level Outcomes.

Program: <u>Professional Development</u>

- **PLO #1: Employees will demonstrate enhanced teaching, leadership, and job skills.**

- **PLO #2: Employees will agree they are respected and appreciated at Chabot College.**

- **PLO #3: Employees will develop and assess progress on comprehensive plans for personal and/or professional development.**

- **PLO #4: Employees will demonstrate an understanding of the diverse needs of our students and community,as well as, promote global and cultural involvement.**

What questions or investigations arose as a result of these reflections or discussions?

We discussed these concepts in the Staff Development Committee and altered some of the specific ways to measure them. These are a "work in progress" and will be finalized this semester. We are also developing a survey tool to assess these PLOs and receive suggestions and comments about Flex Activities.

What program-level strengths have the assessment reflections revealed?

What actions has your discipline determined might be taken to enhance the learning of students completing your program?

Appendix E: Proposal for New Initiatives (Complete for <u>each</u> new initiative)

Audience: *Deans/Unit Administrators, PRBC, Foundation, Grants Committee, College Budget Committee*
Purpose: *A "New Initiative" is a new project or expansion of a current project that supports our Strategic Plan. The project will require the support of additional and/or outside funding. The information you provide will facilitate and focus the research and development process for finding both internal and external funding.*

How does your initiative address the college's Strategic Plan goal, or significantly improve student learning?

1) All new FT faculty members (even Chabot PT faculty who become FT) need training and time for acclimating to Chabot College culture. The Strategic Plan specifically outlines a need for collaboration and unison for employees to best support students. New Hire Support introduces current projects and contact persons to new FT faculty to ensure their inclusion in our community. This helps them support students.

What is your specific goal and measurable outcome?

Provide senior faculty leadership to new FT faculty cohort. New FT faculty members will report that they are introduced and integrated into the Chabot community within their first year.

What is your action plan to achieve your goal?

Activity (brief description)	Target Completion Date	Required Budget (Split out personnel, supplies, other categories)
Provide FT faculty orientation	Aug. 2015	Materials & Food Budget= $300
Meet with FT faculty once per month to check-in and provide resources	May 2016	1-2 CAH for Senior Faculty Member for Coordination

How will you manage the personnel needs?
☐ New Hires: ☐ Faculty # of positions _____ ☐ Classified staff # of positions _____
☒ Reassigning existing employee(s) to the project; employee(s) current workload will be:
　　　　　☒ Covered by overload or part-time employee(s)
　　　　　☐ Covered by hiring temporary replacement(s)
　　　　　☐ Other, explain _____

At the end of the project period, the proposed project will:
　　　　　☐ Be completed (onetime only effort)
　　　　　☒ Require additional funding to continue and/or institutionalize the project
　　　　　(obtained by/from):<u>Professional Development monies</u>

Will the proposed project require facility modifications, additional space, or program relocation?
☒ No 　　　☐ Yes, explain: _____

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?
☒ No 　　　☐ Yes, explain: _____

Do you know of any grant funding sources that would meet the needs of the proposed project?
☒ No 　　　☐ Yes, list potential funding sources:

How does your initiative address the college's Strategic Plan goal, or significantly improve student learning?

2) PT faculty Orientation helps acclimate new Part-Time faculty into the culture of Chabot. As of Fall 2013, 49% of Chabot employees are PT faculty members. Students are primarily taking classes with PT faculty members and it is important to train these personnel on what the Strategic Plan is and how to support students (what services are offered).

What is your specific goal and measurable outcome?

PT Faculty Orientations. PT faculty will agree that they have received adequate information to appropriately steer students toward campus resources.

What is your action plan to achieve your goal?

Activity (brief description)	Target Completion Date	Required Budget (Split out personnel, supplies, other categories)
Provide at least 2 PT faculty orientations (morning/evening)	Aug. 2015	Materials & Food Budget= $750

How will you manage the personnel needs?
- [ ] New Hires: [ ] Faculty # of positions _____ [ ] Classified staff # of positions _____
- [x] Reassigning existing employee(s) to the project; employee(s) current workload will be:
  - [x] Covered by overload or part-time employee(s)
  - [ ] Covered by hiring temporary replacement(s)
  - [ ] Other, explain _____

At the end of the project period, the proposed project will:
- [ ] Be completed (onetime only effort)
- [x] Require additional funding to continue and/or institutionalize the project (obtained by/from):Professional Development monies

Will the proposed project require facility modifications, additional space, or program relocation?
[x] No   [ ] Yes, explain: _____

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?
[x] No   [ ] Yes, explain: _____

Do you know of any grant funding sources that would meet the needs of the proposed project?
[x] No   [ ] Yes, list potential funding sources:

How does your initiative address the college's Strategic Plan goal, or significantly improve student learning?

3) New Hire Support for Classified Professionals and Administrators. Since these personnel can start anytime throughout the year, it is important to provide training/support when necessary. All of these individuals must be trained on our Strategic Plan, our current services, and have questions answered about the campus.

What is your specific goal and measurable outcome?

Provide web and face-to-face resources to support new Classified Professionals and Administrators. Also, give each new employee the opportunity to develop a Human

Resources plan that helps them set career goals. They will agree that they were provided training and that they feel supported and appreciated by the college.

What is your action plan to achieve your goal?

Activity (brief description)	Target Completion Date	Required Budget (Split out personnel, supplies, other categories)
Maintain web resources	ongoing	Webmaster & Coordinator Time
Develop and Institutionalize Human Resources plan for Classified and Administrative Professionals	May 2016	Reassigned time for coordination
Send new Deans to the Association of California Community College Administrators (ACCCA) Great Deans conference	Ongoing	$1500 (per person)

How will you manage the personnel needs?
☐ New Hires: ☐ Faculty # of positions _____ ☐ Classified staff # of positions _____
☒ Reassigning existing employee(s) to the project; employee(s) current workload will be:
       ☒ Covered by overload or part-time employee(s)
       ☐ Covered by hiring temporary replacement(s)
       ☐ Other, explain _____

At the end of the project period, the proposed project will:
       ☐ Be completed (onetime only effort)
       ☒ Require additional funding to continue and/or institutionalize the project
       (obtained by/from):Professional Development monies

Will the proposed project require facility modifications, additional space, or program relocation?
☒ No   ☐ Yes, explain: _____

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?
☒ No   ☐ Yes, explain: _____

Do you know of any grant funding sources that would meet the needs of the proposed project?
☒ No   ☐ Yes, list potential funding sources:

How does your initiative address the college's Strategic Plan goal, or significantly improve student learning?

4) In order to best support students to meet their educational goals, it is imperative for faculty, staff, and administration to operate with best practices learned on- and (especially) off-campus.

What is your specific goal and measurable outcomes?

Send as many people to conferences as possible to participate in diverse conversations about best practices. We should see the Accreditation survey responses on innovation and support for conference/travel increase (within the last two years, 35% of employees did not attend any conference or professional development events and 23% went to one. More than half of employees are not involved in these conversations. Additionally, only 59% of faculty agree that *Chabot acknowledges faculty who practice academic excellence* and 55% of Classified Professionals agree that *Chabot acknowledges Classified staff who practice professional excellence.* All employees should agree that Chabot acknowledges excellence

and encourages employees to participate in regional, state, and national conversations by providing travel funds.

What is your action plan to achieve your goal?

Activity (brief description)	Target Completion Date	Required Budget (Split out personnel, supplies, other categories)
Fund requested conference travel (see discipline Program Reviews)	Ongoing	Approx. $100,000 was requested for 2014-15
Identify and send faculty to the California Great Teachers Seminar in Santa Barbara	August 2015 (ongoing)	$10-15,000
Identify and send Classified Professionals to the Classified Leadership Institute (CLI)	June 2015 (ongoing)	$10,000
Identify and send Administrators to the ACCCA annual conference	Ongoing	$$5-10,000

How will you manage the personnel needs?
☐ New Hires: ☐ Faculty # of positions _____ ☐ Classified staff # of positions _____
☒ Reassigning existing employee(s) to the project; employee(s) current workload will be:
　　　　☒ Covered by overload or part-time employee(s)
　　　　☐ Covered by hiring temporary replacement(s)
　　　　☐ Other, explain _____

At the end of the project period, the proposed project will:
　　　　☐ Be completed (onetime only effort)
　　　　☒ Require additional funding to continue and/or institutionalize the project
　　　　(obtained by/from):Professional Development monies

Will the proposed project require facility modifications, additional space, or program relocation?
☒ No 　　　☐ Yes, explain: _____

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?
☒ No 　　　☐ Yes, explain: _____

Do you know of any grant funding sources that would meet the needs of the proposed project?
☒ No 　　　☐ Yes, list potential funding sources:

How does your initiative address the college's Strategic Plan goal, or significantly improve student learning?

5) Innovation is key to increasing the number of students who complete their educational goals in a timely manner. Current success and persistence data demonstrate a need for development and innovation to improve the number of students who complete goals at Chabot.

What is your specific goal and measurable outcome?

Institutionalize a Focused Inquiry Network (FIN) that supports Focused Inquiry Groups (FIGs) who reflect on and develop new programs, teaching methods, support services, etc. This FIN will be publicized and findings will be shared to all employees, as well as, key persons will be identified to train personnel. Our overall success data should see an

increase with this work. Benchmarks can be demonstrated through individual FIG reports.

What is your action plan to achieve your goal?

Activity (brief description)	Target Completion Date	Required Budget (Split out personnel, supplies, other categories)
Identify current FIG projects, timelines, and funding	Ongoing	Staffing of OPD
Create a webpage to link data and reports on FIGs	Spring 2015	Staffing, Web support
Secure state monies to support FIGs and identify grant sources that will supplement these projects	Ongoing	Staffing, min. $25,000 budget
Create a Request for Proposal (RFP) process for identifying new FIGs	Spring 2015	Staffing
Once accepted by OPD and the Staff Development Committee, support and publicize the findings of new FIG work on campus	Ongoing	Staffing

How will you manage the personnel needs?
- [ ] New Hires: [ ] Faculty # of positions _____   [ ] Classified staff # of positions _____
- [x] Reassigning existing employee(s) to the project; employee(s) current workload will be:
  - [x] Covered by overload or part-time employee(s)
  - [ ] Covered by hiring temporary replacement(s)
  - [ ] Other, explain _____

At the end of the project period, the proposed project will:
- [ ] Be completed (onetime only effort)
- [x] Require additional funding to continue and/or institutionalize the project (obtained by/from):Professional Development monies

Will the proposed project require facility modifications, additional space, or program relocation?
- [x] No   [ ] Yes, explain: _____

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?
- [x] No   [ ] Yes, explain: _____

Do you know of any grant funding sources that would meet the needs of the proposed project?
- [x] No   [ ] Yes, list potential funding sources:

How does your initiative address the college's Strategic Plan goal, or significantly improve student learning?

6) Fulfilling the outcome of the Specific Plan requires strong teamwork for Chabot faculty, staff, and administrators. When we work in unison and in complementary ways, we create a culture of support for all students

What is your specific goal and measurable outcome?

Pilot an Annual Employee Picnic to allow personnel to become more acquainted (and meet important family and friends) and to celebrate achievements. The Staff Surveys should see an increase in *agree* responses to prompts regarding being appreciated and recognized by Chabot. We should also find qualitative and anecdotal evidence to support the development of a cohesive culture among employees.

What is your action plan to achieve your goal?

Activity (brief description)	Target Completion Date	Required Budget (Split out personnel, supplies, other categories)
Plan and produce a family picnic	May 2015	Food = $5000 Games/Materials – programs, decorations, prizes = $2500 Signage = $200

How will you manage the personnel needs?

☐ New Hires: ☐ Faculty # of positions _____ ☐ Classified staff # of positions _____

☒ Reassigning existing employee(s) to the project; employee(s) current workload will be:

☒ Covered by overload or part-time employee(s)

☐ Covered by hiring temporary replacement(s)

☐ Other, explain _____

At the end of the project period, the proposed project will:

☐ Be completed (onetime only effort)

☒ Require additional funding to continue and/or institutionalize the project (obtained by/from): Professional Development monies

Will the proposed project require facility modifications, additional space, or program relocation?

☒ No ☐ Yes, explain: _____

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?

☒ No ☐ Yes, explain: _____

Do you know of any grant funding sources that would meet the needs of the proposed project?

☒ No ☐ Yes, list potential funding sources:

How does your initiative address the college's Strategic Plan goal, or significantly improve student learning?

7) As argued above, faculty need to have ongoing professional development to learn best practices for teaching and learning. Innovation and program development will better support students in and out of the classroom.

What is your specific goal and measurable outcome?

Provide ongoing Variable Flex opportunities on-campus. We should see increases in faculty survey responses to innovation, training, and support.

What is your action plan to achieve your goal?

Activity (brief description)	Target Completion Date	Required Budget (Split out personnel, supplies, other categories)
Provide monthly opportunities to learn best practices – safety & software training, sabbatical project reporting, communication skills development, reaching diverse student populations and learning styles, etc.	Ongoing	Staffing; Stipends ($5000) for community presenters (experts/consultants), and Classfied Professionals

How will you manage the personnel needs?

☐ New Hires: ☐ Faculty # of positions _____ ☐Classified staff # of positions _____
☒ Reassigning existing employee(s) to the project; employee(s) current workload will be:
☐☒ Covered by overload or part-time employee(s)
☐ Covered by hiring temporary replacement(s)
☐ Other, explain _____

At the end of the project period, the proposed project will:
☐ Be completed (onetime only effort)
☒ Require additional funding to continue and/or institutionalize the project
(obtained by/from):Professional Development monies

Will the proposed project require facility modifications, additional space, or program relocation?
☒ No   ☐ Yes, explain: _____

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?
☒ No   ☐ Yes, explain: _____

Do you know of any grant funding sources that would meet the needs of the proposed project?
☒ No   ☐ Yes, list potential funding sources:

How does your initiative address the college's Strategic Plan goal, or significantly improve student learning?

8) Personnel need development of new and existing skills for teaching, learning, and overall supporting students. With a greater support for personal and professional development for Chabot employees, students will thrive and complete their goals more often.

What is your specific goal and measurable outcome?

Enhance and maintain existing Professional Development resources in the Library and via the Library webpage (links, e-books, videos, etc.). We should see more employees accessing these resources and sharing information from them with colleagues.

What is your action plan to achieve your goal?

Activity (brief description)	Target Completion Date	Required Budget (Split out personnel, supplies, other categories)
Identify new books and resources to supplement the current holdings in the Chabot Library stacks	Spring 2015	Utilize Library monies to purchase additional resources
Work with the Chabot Library staff and Chabot Webmaster to develop webpages for sharing holdings and electronic resources	Fall 2016	Staffing
Maintain and develop the Resources once they are in place	Ongoing	Staffing; Library funding

How will you manage the personnel needs?
☐ New Hires: ☐ Faculty # of positions _____ ☐Classified staff # of positions _____
☒ Reassigning existing employee(s) to the project; employee(s) current workload will be:
☒ Covered by overload or part-time employee(s)
☐ Covered by hiring temporary replacement(s)
☐ Other, explain _____

At the end of the project period, the proposed project will:

☐ Be completed (onetime only effort)

☒ Require additional funding to continue and/or institutionalize the project (obtained by/from):Professional Development monies

Will the proposed project require facility modifications, additional space, or program relocation?

☒ No   ☐ Yes, explain: _____

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?

☒ No   ☐ Yes, explain: _____

Do you know of any grant funding sources that would meet the needs of the proposed project?

☒ No   ☐ Yes, list potential funding sources:

How does your initiative address the college's Strategic Plan goal, or significantly improve student learning?

9) Development is key to implementing the Strategic Plan goals and initiatives. Surveying needs and assessing progress toward meeting those needs is essential to effective Professional Development.

What is your specific goal and measurable outcome?

Develop and maintain a Comprehensive Evaluation Plan for identifying and assessing Professional Development needs/goals. Employees will report that their training needs are being met/addressed and they will agree that they're respected and appreciated at Chabot.

What is your action plan to achieve your goal?

Activity (brief description)	Target Completion Date	Required Budget (Split out personnel, supplies, other categories)
Create a Staff Survey to identify additional Professional and Personal Development needs (the District IT Staff has begun this process)	Spring 2015	Staffing
Create an Administrator Survey to identify Personal and Professional Development needs	Spring 2015	Staffing
Distribute surveys to Faculty, Staff, and Administrators in paper and electronic formats.	Ongoing	Staffing
Compile results of surveys and develop plans to address needs in collaboration with the Staff Development Committee	Ongoing	Staffing
Create plans to implement new training, assess goal(s) completion and for State & Accreditation reporting	Ongoing	Staffing

How will you manage the personnel needs?

☐ New Hires: ☐ Faculty # of positions _____   ☐ Classified staff # of positions _____

☒ Reassigning existing employee(s) to the project; employee(s) current workload will be:

☒ Covered by overload or part-time employee(s)

☐ Covered by hiring temporary replacement(s)

☐ Other, explain _____

At the end of the project period, the proposed project will:

☐ Be completed (onetime only effort)

☒ Require additional funding to continue and/or institutionalize the project (obtained by/from):<u>Professional Development monies</u>

Will the proposed project require facility modifications, additional space, or program relocation?

☒ No   ☐ Yes, explain: _____

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?

☒ No   ☐ Yes, explain: _____

Do you know of any grant funding sources that would meet the needs of the proposed project?

☒ No   ☐ Yes, list potential funding sources:

How does your initiative address the college's Strategic Plan goal, or significantly improve student learning?

> **10) Faculty agree (see Accreditation surveys) that most of their development conversations take place outside of Flex Days, especially in *hallway conversations* with colleagues. By encouraging regular, ongoing conversations between colleagues we will see best practices shared and implemented. This will result in higher numbers of student completion, this will also result in interdisciplinary team building. Further, if we move from mandatory Flex Days (where the school/classes are closed to students) to a Variable Flex culture, we will prioritize student time in the classroom while supporting the development of our staff.**

What is your specific goal and measurable outcome?

> **Explore alternative methods for reporting Variable Flex hours and move from required Flex Days to an increase of Variable Flex hours that faculty can complete throughout the year, outside of classroom time. We should see higher positive responses to Staff Surveys about the value of Flex activities.**

What is your action plan to achieve your goal?

Activity (brief description)	Target Completion Date	Required Budget (Split out personnel, supplies, other categories)
Explore alternative methods for reporting Variable Flex time	Fall 2015	Staffing
Maintain a calendar of ongoing Variable Flex activities	Ongoing	Staffing
Step away from mandatory Flex Days, in favor of ongoing Flex activities that do not disrupt classroom time	Fall 2016	Staffing

How will you manage the personnel needs?

☐ New Hires: ☐ Faculty # of positions _____   ☐ Classified staff # of positions _____

☒ Reassigning existing employee(s) to the project; employee(s) current workload will be:

☒ Covered by overload or part-time employee(s)

☐ Covered by hiring temporary replacement(s)

☐ Other, explain _____

At the end of the project period, the proposed project will:

☐ Be completed (onetime only effort)

☒ Require additional funding to continue and/or institutionalize the project (obtained by/from):<u>Professional Development monies</u>

Will the proposed project require facility modifications, additional space, or program relocation?

☒ No   ☐ Yes, explain: _____

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?

☒ No   ☐ Yes, explain: _____

Do you know of any grant funding sources that would meet the needs of the proposed project?

☒ No   ☐ Yes, list potential funding sources:

Appendix F1: Full-Time Faculty/Adjunct Staffing Request(s) [Acct. Category 1000]

Audience: Faculty Prioritization Committeeand Administrators
Purpose: Providing explanation and justification for new and replacement positions for full-time faculty and adjuncts
Instructions: Please justify the need for your request. Discussanticipated improvements in student learning and contribution to the Strategic Plangoal. Cite evidence and data to support your request, including enrollment management data (EM Summary by Term) for the most recent three years, student success and retention data , and any other pertinent information. Data is available at http://www.chabotcollege.edu/ProgramReview/Data2013.cfm.

1. Number of new faculty requested in this discipline: ___

STAFFING REQUESTS (1000) FACULTY

PLEASE LIST IN RANK ORDER

Faculty (1000)			
Position	**Description**	**Program/Unit**	**Division/Area**
Faculty Coordinator, Office of Professional Development	.6 FTEF for coordinating the Office of Professional Development	Office of Professional Development	Academic Services

Rationale for your proposal. Please use the enrollment management data. Data that will strengthen your rationale include FTES trends over the last 5 years,FT/PT faculty ratios,recent retirements in your division, total number of full time and part-time faculty in the division, total number of students served by your division, FTEF in your division, CLO and PLO assessment results and external accreditation demands.

This position was created in Spring 2014 and is currently (mostly) grant funded. The grant funding will expire soon and the campus needs to demonstrate good faith in supporting Professional Development at Chabot. In lieu of being a full load, we have argued that it is important for this faculty member to be in the classroom while maintaining this position. For 2015-2016, we are requesting the campus fund .6 FTEF (60%) load for the Faculty Coordinator of the Office of Professional Development.

If the campus does not support this position and office, Professional Development needs will perpetuate. Additionally, now that funding is available from the State, it is imperative for someone to request and oversee the Professional Development budget, as well as, report on our assessment of a Comprehensive Evaluation Plan to maintain this funding.

2. Statements about the alignment with the strategic plan and your student learning goals are required. Indicate here any information from advisory committees or outside accreditation reviews that is pertinent to the proposal.

Chabot has extraordinary Professional Development needs. As a minority-majority school, we need ongoing and consistent training to adapt to a diverse and challenging student population. Our students lack financial and educational foundations for traditional collegiate success. We must support them in creative and innovative ways. In fact, the State offers guidelines for Professional Development programs and a Faculty Coordinator is deemed necessary. To meet this State stipulation, to support Professional Development, to evaluate Professional Development, and to encourage a cohesive culture of support at Chabot, we need this position.

In numerous meetings, faculty, staff, and administrators report intense need for Professional Development. We need it to address Basic Skills development, Equity concerns, program and pathway development, curriculum and program review software training, Title IX and other Federal mandate training, emergency preparedness, and intra-communication and public marketing/K-12 outreach inadequacies, etc.

Appendix F2: Classified Staffing Request(s) including Student Assistants [Acct. Category 2000]

Audience: Administrators, PRBC
Purpose: Providing explanation and justification for new and replacement positions for full-time and part-time regular (permanent) classified professional positions(new, augmented and replacement positions).Remember, student assistants are not to replace Classified Professional staff.
Instructions: Please justify the need for your request. Discuss anticipated improvements in student learning and contribution to the Strategic Plan goal, safety, mandates, and accreditation issues. Please cite any evidence or data to support your request. If this position is categorically funded, include and designate the funding source of new categorically-funded position where continuation is contingent upon available funding.

1. Number of positions requested: _1/2____

STAFFING REQUESTS (2000) STUDENT ASSISTANTS

PLEASE LIST IN RANK ORDER

Student Assistants (2000)			
Postion	Description	Program/Unit	Division/Area
Clerical Support	To support the Office of Professional Development, we are requesting a ½ time (20 hours/week) Student Assistant to support our clerical needs.	Office of Professional Development	Academic Services

2. Rationale for your proposal.

We currently have clerical support from the Vice President of Academic Services' two Student Assistants and the Administrative Assistant to the Vice President. We would like to have continued support and share an Assistant in the Vice President's office.

3. Statements about the alignment with the strategic plan and program review are required. Indicate here any information from advisory committees or outside accreditation reviews that is pertinent to the proposal.

We have major Professional Development needs and as the Office develops infrastructure to support employees, we need help.

Appendix F3: FTEF Requests

Audience: *Administrators, CEMC, PRBC*
Purpose: *To recommend changes in FTEF allocations for subsequent academic year and guide Deans and CEMC in the allocation of FTEF to disciplines. For more information, see Article 29 (CEMC) of the Faculty Contract.*
Instructions: *In the area below, please list your requested changes in course offerings (and corresponding request in FTEF) and provide your rationale for these changes. Be sure to analyze enrollment trends and other relevant data at http://www.chabotcollege.edu/ProgramReview/Data2013.cfm.*

COURSE	CURRENT FTEF (2014-15)	ADDITIONAL FTEF NEEDED	CURRENT SECTIONS	ADDITIONAL SECTIONS NEEDED	CURRENT STUDENT # SERVED	ADDITIONAL STUDENT # SERVED
n/a	3 CAH	6 CAH	n/a	n/a	All	All

The OPD is currently institution and grant funded. It is imperative to institutionalize all funding for the Faculty Coordinator of Professional Development. This would require increasing the current load to 60% from the current 20% funding. OPD is charged with developing skills for all staff, faculty, and administrators, therefore it serves all students. With greater teambuilding, training, and coordination of the FIN, employees at Chabot will be more effective in their roles.

Appendix F6: Conference and Travel Requests [Acct. Category 5000]

Audience: Staff Development Committee,Administrators, Budget Committee, PRBC
Purpose: To request funding for conference attendance, and to guide the Budget and Staff Development Committees in allocation of funds.
*Instructions:*Please list specific conferences/training programs, including specific information on the name of the conference and location. Note that the Staff Development Committee currently has no budget, so this data is primarily intended to identify areas of need that could perhaps be fulfilled on campus, and to establish a historical record of need. Your rationale should discuss student learning goals and/or connection to the Strategic Plan goal.

Description	Amount	Vendor	Division/Dept	Priority #1	Priority #2	Priority #3	Notes
All requested Program Review travel and conference expenses total nearly $100,000. This money should come through this office.	$100,000	Diverse	All	x			
CLI Retreat	$10,000	Classified Leadership Institute (CLI)	Classified Professionals	x			Only 55% of Classified Professionals agree that *Chabot acknowledges staff who practice professional excellence*. We would like to reward Classified Professionals and send them to this leadership institute.
Great Deans Series	$4500	Association of California Community College Administrators	Administrators	X			We need to recognize and send Deans to these conferences to encourage their Professional Development.

California Great Teachers Seminar	$10,000	FACCC	Faculty	X				Recognize faculty members to attend the annual conference
4C/SD conference	$3000	4C/SD	OPD & Staff Development Committee	X				Our Professional Development team needs to be involved in regional/state conversations to perform effectively.
NCSPOD annual conference	$2000	North American Council for Staff, Program, and Organizational Development	Faculty Coordinator, Office of Professional Development	X				The Faculty Coordinator should be attending the NCSPOD conference to be aware of federal best practices and regulations, as well as, to provide national visibility for Chabot College.
ACCCA Annual Conference	$5000	Association of California Community College Administrators	Administration	X				Provide resources to administrators attending this annual conference

Appendix F8: Facilities Requests

Audience: *Facilities Committee, Administrators*
Purpose: *To be read and responded to by Facilities Committee.*
Background: *Following the completion of the 2012 Chabot College Facility Master Plan, the Facilities Committee (FC) has begun the task of re-prioritizing Measure B Bond budgets to better align with current needs. The FC has identified approximately $18M in budgets to be used to meet capital improvement needs on the Chabot College campus. Discussion in the FC includes holding some funds for a year or two to be used as match if and when the State again funds capital projects, and to fund smaller projects that will directly assist our strategic goal. The FC has determined that although some of the college's greatest needs involving new facilities cannot be met with this limited amount of funding, there are many smaller pressing needs that could be addressed. The kinds of projects that can be legally funded with bond dollars include the "repairing, constructing, acquiring, equipping of classrooms, labs, sites and facilities." Do NOT use this form for equipment or supply requests.*
Instructions: *Please fill in the following as needed to justify your requests.If requesting more than one facilities project, please rank order your requests.*

Brief Title of Request (Project Name): Professional Development training room

Building/Location: Building 100

Description of the facility project. Please be as specific as possible.

> The Building 100 plans include space for Professional Development training. We need access to a computer classroom and a small conference space. It is my understanding that the current project allocates this space.

What educational programs or institutional purposes does this equipment support?

> **All professional development needs – reaching all programs and students.**

Briefly describe how your request relates specifically to meeting the Strategic Plan Goal and to enhancing student learning?

> **The Strategic Plan calls for greater unison in supporting students. Professional Development opportunities will enhance and support this unison. All support has been developed through faculty professional development (labs, learning assistants, etc.); continued efforts to support professional development greatly increase the number of students who reach their educational goals in a timely fashion.**