# Fall 2021 PAR Report on Staffing

## How has staffing for this group changed in the last 3 years (decrease, flat, increase)? (Q56)

99 Responses

| Employee Group | Decreased | Stayed roughly the same | Increased | Total |
|---|---|---|---|---|
| Full-time Faculty | 27 | 54 | 2 | 83 |
| Part-time Faculty | 19 | 48 | 12 | 79 |
| Full-time Classified Professionals | 15 | 58 | 6 | 79 |
| Part-time Permanent or Hourly Classified Professionals | 17 | 44 | 1 | 62 |
| Student Employees | 25 | 40 | 10 | 75 |
| Independent Contractors/Professional Experts | 8 | 45 | 8 | 61 |

## Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice? (Q57)

57 Responses

| Program/ Area Name | Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice? |
|---|---|
| Administration of Justice | We notice that our adjunct have really stepped up, along with our one full-timer, in order to ensure that students are serviced and their needs met. |
| Anthropology | Enrollment has been stable, but the need to hire a full-time faculty is needed. |
| Architecture | The same but the enrollment is slightly increased. |

| Program/ Area Name | Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice? |
| --- | --- |
| Art | When our full-time Art Faculty left, the courses she taught were not replaced with part-time faculty, resulting in a 10 FTES reduction the semester she left. We had full courses with full-waitlists. So this was not caused by a drop in student demand. |
| Art History | Enrollments largely unchanged, staffing largely unchanged. |
| Astronomy | Because of the retirement of Tim Dave, we are unable to staff as many Astro classes that students might wish to take (especially the evening lab section). |
| Automotive Technology | N/A |
| Business | Our FTES/enrollments are consistently high. We have had to hire more PT faculty throughout this period. We lost a FT faculty to retirement + one of our FT faculty is the Academic Senate President. We need to hire at least 1 more FT faculty. Due to multiple retirements and separations throughout the college + the recent hiring freeze, the department decided not to request a FT position in 2021-22. |
| Chemistry | One of our full-time instructors, Maggie, Schumacher, retired in 2019 and has not been replaced. She was a lead general chemistry instructor (chem 1A and 1B), two of our most important classes. Her load has largely been taken up by part-time instructors. The decrease in our full-time faculty negatively affects our ability to serve our students. This may be affecting our enrollments and success rates. This speaks to our need to hire a replacement full-time faculty member. |
| Communication Studies | Note for Full-time Faculty: 3 – while we have been approved for a full-time faculty replacement for Daniel DeVere, the hiring process has not yet begun Note for Student Employees: COMM lab student employees change slightly from semester to semester, Forensics has had up to 1 student assistant in some semesters Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice? While enrollment at the college is down overall, there is not a significant change to our department's specific enrollment as it relates to staffing. Our department has traditionally relied heavily on part time instructors especially as we lost our replacement full-time faculty member in the last 3 year time period. |

| Program/ Area Name | Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice? |
|---|---|
| Computer Application Systems | CAS is a CTE program. |
| Computer Science | No changes. |
| Dental Hygiene | There are no changes in enrollment of FTES; however, we have had a decrease in staffing. The RTA for a 60% part-time Classified Professional is posted. The Dental Hygiene Board of California requires this position for compliance with adequate staff oversight. |
| Digital Media | There is a tendency for FTES numbers to be higher with the Full Time Faculty and I believe an additional Full Time Faculty would help with productivity. |
| Dual Enrollment | N/A |
| Early Childhood Development | Our enrollment has remained somewhat consistent, but we have less support staff available. That makes it more difficult to offer services like the textbook loan program. We are contemplating cutting back greatly on that program. It is also more difficult to recruit students, to do outreach to dual enrollment students and to plan extracurricular events. While the pandemic shelter-in-place reduced the need for much of this, we anticipate it will be difficult to ramp up to previous levels of outreach when we return to campus, and that outreach to students who have left the program in the last two years will be even more difficult |
| Early Childhood Development Lab School | N/A |

| Program/ Area Name | Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice? |
| --- | --- |
| Earth and Environmental Sciences | Enrollments are dependent upon being able to offer the courses - not having any FT or PT faculty has resulted in some semesters having no courses offered in either ENSC or GEOL. |
| Economics | C-19 seems to have a considerable effect due to the emphasis on online teaching |
| Electronic Systems Technology | A decrease due to our 1 ESYS adjunct not coming onto campus due to COVID concerns. |
| Emergency Medical Services | DIFFICULTY IN RETAINING QUALIFIED PART TIME FACULTY AND STAFF MAY IMPACT LOWER PASS RATE TREND. |
| Engineering | The Engineering FTES has increased year over year by 2 - 3% each year since 2018. Our part time pool has increased from 2 to 3 faculty members. We are also willing to grow to four faculty members. Although the percentage growth of our program is less than our part time faculty growth, full time engineering faculty are teaching mathematics and will start teaching environmental science courses. The need for part time faculty is also a result of the specialization of engineering courses that are offered at Chabot. |
| English | With new personnel and new schedule (4-unit comp. courses) we had some dips in enrollment that are not typical. Not to mention the pandemic and its challenges. |

| Program/ Area Name | Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice? |
|---|---|
| English as a Second Language | Our decreases in part-time staff naturally reflect the reductions in FTES since we have reduced classes to better reflect student demand. The full time staff has been reduced by 50% since Fall 2018, which is also comparable to the decreases in enrollment. Our enrollment appears to be slowly rebounding, so I will be interested to see the latest data in FTES. ESL has decided not to request a full-time faculty hire this year in recognition of our FTES reductions. Instead we are asking for significant investments in part-time employee mentoring, student assistants to support our classes, funding for our equitable placement plan, and release time for a full-time instructor to facilitate our Covid/Ab705 recovery plan and oversee the rollout of the noncredit programs. We believe strongly that the steps we are taking now will restore us to pre-pandemic enrollment and bolster our case for a hire in the future. |
| Entrepreneurship | Our FTES/enrollments are consistent. |
| Ethnic Studies | N/A |
| Film | There is a tendency for FTES numbers to be higher with the Full Time Faculty and I believe an additional Full Time Faculty would help with productivity. |
| Fire Technology | With all existing personnel engaged in the instructional delivery of the courses, there's no one currently available to perform outreach to draw in new students to the program. After 58 years of existence, including 42 years of fire academies, we still hear students say that they didn't know Chabot had Firefighter and EMS training if they hadn't seen us training in the Physical Education Complex. Lack of effective marketing and social media engagement with students is a major contributor to the lack of awareness on the part of many students. The new Outreach Specialist will play a significant role in addressing this deficit. |
| Geography and Environmental Studies | FTES increased and staffing stayed the same showing the need for another full-time faculty member. |

| Program/ Area Name | Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice? |
|---|---|
| Health and Nutrition | In Nutrition 1, although we have two F/T faculty now, our FTES is always below two. This is because we are offering too many sections of Nutrition 1, and there aren't sufficient students to support two F/T faculty in nutrition only. The F/T faculty hire was supposed to teach 1-2 sections of nutrition 1, and the rest a combination of Health courses, such as Health 1, 4 and 8. We (Nutrition faculty) should be teaching other Nutrition courses, such as NUTR 10 and NUTR 11, but these courses are now being taught by Kinesiology faculty as KINE 10 and KINE 11. This would help the FTES enrollment numbers so that we are at 100%+ capacity. |
| History | While we are still teaching the same number of students and having students enroll at consistent rates, we now have less Full-time faculty teaching courses. The two full-time lines were combined into one hire in 2016 and last year Rick Moniz retired - so in reality the History program is down TWO full-time lines and with enrollment rates consistent we will need to replace these full-time lines. Moving forward as the number of majors increase and success rates increase there will be a need for additional full-time faculty to accommodate that growth. |
| Humanities, Philosophy, and Religious Studies | We have offered our RELS 65: Religions of Asia course more often in the past three years then we have historically, this corresponds to an increase in part time staffing, where we sought out instructors who were versatile in their academic training. |
| Industrial Technology | Enrollement has been stable despite staffing challenges |
| Interior Design | The same but the enrollment is slightly increased. |
| Kinesiology and Athletics | FTES/Enrollments trends have mirrored that of the college. COVID negatively impacted FTES/Enrollment on a similar scale as the college. Full time faculty/coaches have shown to increase FETF/Enrollment in programs associated with the hire. |
| Life Sciences | Our FTES and enrollment has mainly held steady. Our FT faculty head count has gone down resulting in FT and PT faculty overload. |

| Program/ Area Name | Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice? |
| --- | --- |
| Machine Tool Technology | Staffing stayed the same, FTES is decreasing due to the COVID situation. |
| Mass Communications | There have been no changes in staffing. FTES/enrollment in our area has stayed in line with the college trends and gone down. |
| Mathematics | They both have decreased; however, our Part-time colleagues have felt the largest impact |
| Medical Assisting | Nothing has changed except for COVID related issues and for the first year MEDA 60 was a pre-requisite. |
| Music | The loss of full time instructor Eric Schultz who taught the Harmony & Musicianship courses hurt this area. |
| Music Recording and Technology | Loss of full time instructor Eric Schultz |
| Nursing | There are no changes in FTES. |
| PACE | Our staffing and FTES has remained constant in the last three years.. |
| Paralegal Studies | We notice that our adjunct have really stepped up in order to ensure that students are serviced and their needs met. |
| Photography | Without a full-time faculty member FTES/enrollment has gone down. It is anticipated that when the faculty member returns from sabbatical enrollment numbers will go up. |

| Program/ Area Name | Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice? |
| --- | --- |
| Physics | As shared earlier in this report, the loss of Tim Dave and Jose Alegre has significantly affected the program; we can't offer the same number of classes, and even more, can't support our students as well, with just adjunct colleagues who must teach at multiple institutions, and who can't always be present for student questions outside of class. The adjunct colleagues we have been able to keep are terrific, but we ask a huge amount of them when we don't have Classified Professional support in terms of a lab tech – something that other colleges do have to support their faculty and programs. |
| Political Science | WSC/FTEF went up because many classes were cancelled due to student enrollment drop during COVID. |
| Psychology | No clear trends observed |
| Psychology Counseling | N/A |
| Real Estate | No significant changes. |
| Sociology | Our enrollment and staffing |
| Theater Arts | Our enrollments have dropped, but it impossible to separate this trend from the impact of Covid and therefor impossible to associate FTES trends with staffing. Except to say, our part-time faculty has dropped in terms of load, because many of our courses have been cut. |
| Umoja | Staffing sufficient to service students in the program |
| VP Office of Academic Services | N/A |
| Welding | I notice insufficient correlation for remarks. |

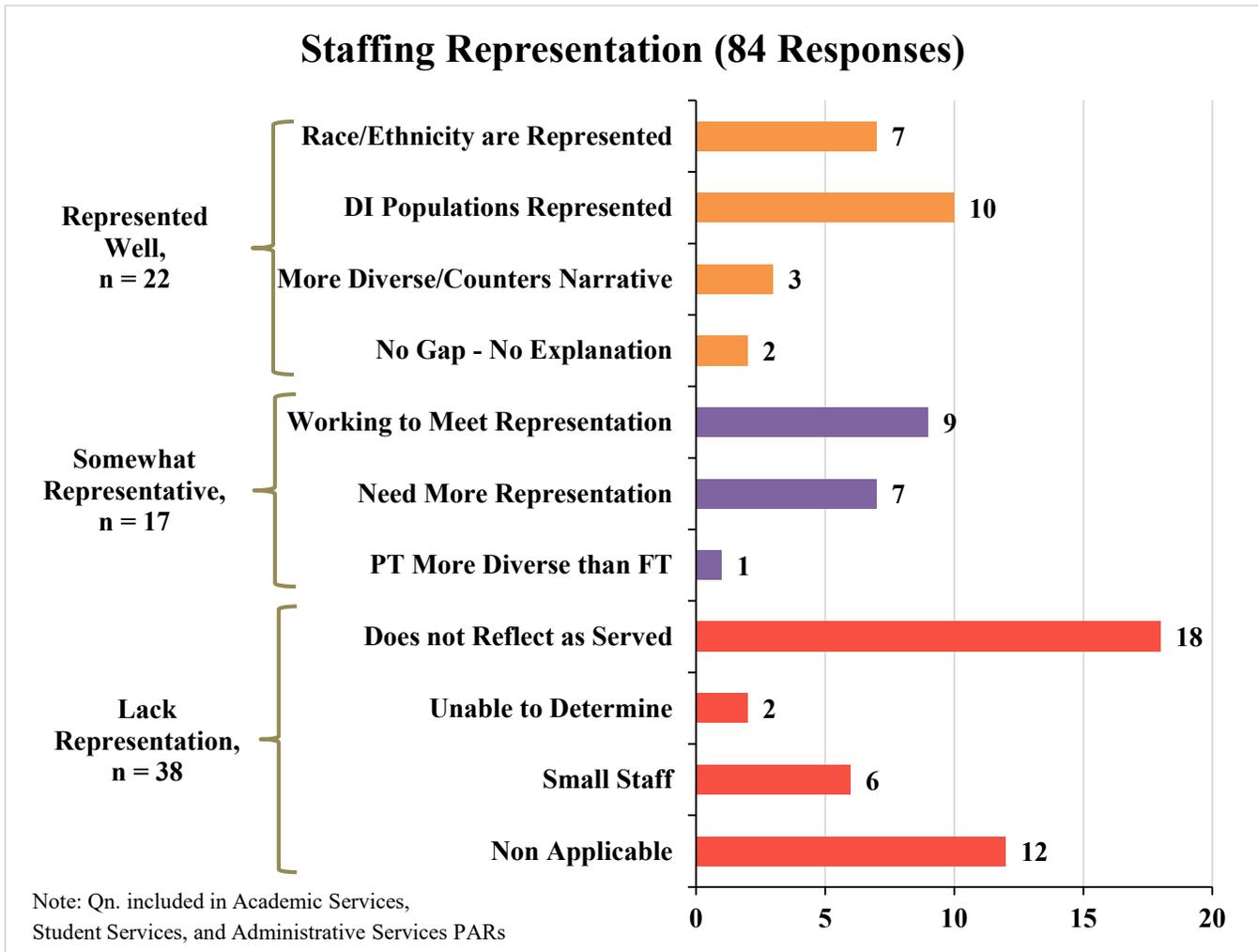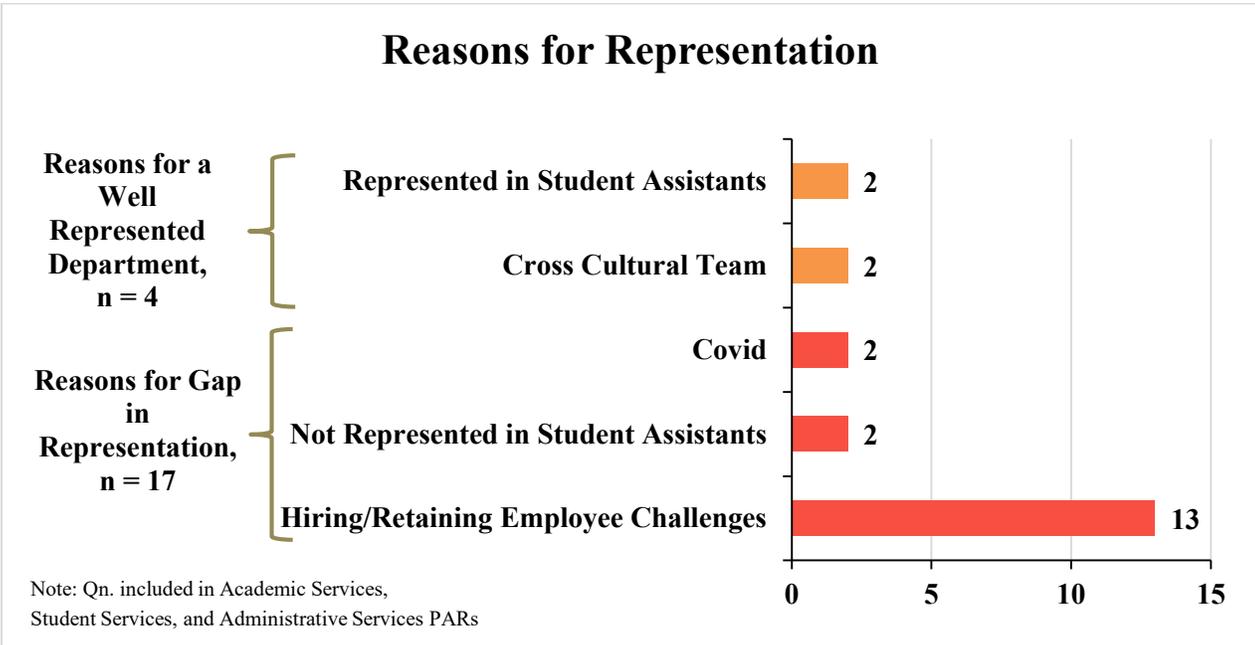| Program/ Area Name | Academic Disciplines Only: Compare changes over the past three years in the FTES/enrollment in your area with changes in staffing in this same time period. What do you notice? |
|---|---|
| World Languages | FTES in WL have stayed the same. The WL department continues to need the support of Learning Connection tutors for students' success in taking WL courses. |

Representation in Staffing in Comparison to Students We Serve

**PAR Question**: Compare the representation of DI populations in your program's/area's staffing (faculty, classified professionals, and administrators) to the representation of DI populations in the students you serve. What do you notice? If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?

**PAR Committee Lead Analysts**: Anamarie Navarro and Christina Read

## Staffing Representation (84 Responses)

| Category | Label | Value |
|---|---|---|
| **Represented Well, n = 22** | Race/Ethnicity are Represented | 7 |
| | DI Populations Represented | 10 |
| | More Diverse/Counters Narrative | 3 |
| | No Gap - No Explanation | 2 |
| **Somewhat Representative, n = 17** | Working to Meet Representation | 9 |
| | Need More Representation | 7 |
| | PT More Diverse than FT | 1 |
| **Lack Representation, n = 38** | Does not Reflect as Served | 18 |
| | Unable to Determine | 2 |
| | Small Staff | 6 |
| | Non Applicable | 12 |

Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

In terms of how well programs/areas believe DI populations are represented in their staffing in comparison to the representation of DI populations in the students served, 22 programs believe they are well-represented, 17 believe they are somewhat representative, and 38 believe they lack representation. Comments in PARs that authors were "unable to determine" representation, their staff was "too small" to be representative, or that the question "did not apply" to their program were included in the "lack representation" code.

## Reasons for Representation

**Reasons for a Well Represented Department, n = 4**

Represented in Student Assistants **2**

Cross Cultural Team **2**

**Reasons for Gap in Representation, n = 17**

Covid **2**

Not Represented in Student Assistants **2**

Hiring/Retaining Employee Challenges **13**

Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

PAR authors described reasons for having good representation as either due to their student assistants (2 comments) or to having cross cultural teams (2 comments). The most frequently mentioned reason for having a gap in representation was challenges with hiring and retaining employees (13 comments). Programs also noted Covid-19 (2 comments) and not being able to hire representative student assistants (2 comments) could lead to a gap in representation.

## Recommendations for Addressing the Gap

Prioritizing Faculty Staff Hiring **15**

Expanded Outreach, Participation and Cultural Education **12**

Faculty Staff Training **4**

Intentional Hiring of Student Assistants **2**

Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

In order to address the gap in representation between Chabot staff and students, programs frequently mentioned two ideas: prioritizing faculty/classified professional/administrator hiring (15 comments) and expanding outreach, participation, and cultural education (12 comments). For example, one program wrote, "El Centro staff is all Hispanic or Latinx, which is ideal for the Latinx community it serves. We share similar cultures, we all are Spanish speaking. However, we may need more representation of more diverse Latinx communities from South America, male/female and LGBTQ+." Another program wrote "This has been the most difficult challenge to overcome. We have two women and eighteen men in the instructor cadre. Our Chabot

professionals are mostly women with a couple of men. We have tried to gain more instructors, including those who represent DI groups, but have difficulty getting them to fill out applications or complete hiring packets."

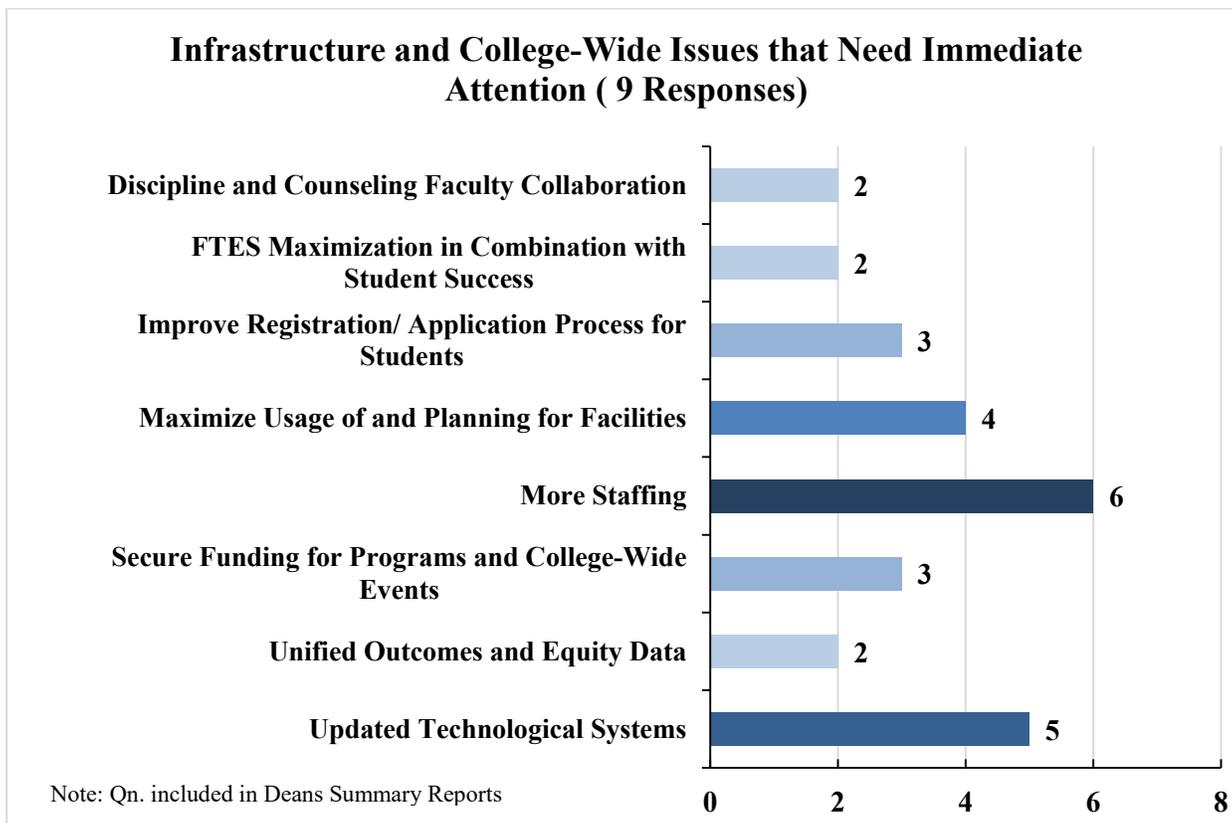**Summary and Policy Implications for Consideration:**

Overall, responses to this question indicate that many programs do not believe DI populations are well-represented in their staffing, in comparison to the student population. **One possible policy implication is the importance of investing in training on hiring and retaining employees from DI populations.** It is also worth noting that twelve programs did not believe that representation in staffing applied to their area. **The PAR committee recommends that Deans/Managers further investigate these comments, as literature has illustrated the importance of representation of the student population** (see e.g., *Faculty Diversity and Tenure and Higher Education*; Journal of Cultural Diversity. Summer 2016, Vol. 23 Issue 2, p53-56).

# Qualitative Responses

Deans' Recommendations for College-Wide and/or Infrastructure Initiatives

**PAR Question:** Based on the trends you noted in PARs in your division, as well as your own analyses, in ranked order, what infrastructure or college-wide issues do you believe deserve immediate attention?

**PAR Committee Lead Analysts:** Cynthia Gordon da Cruz

**Infrastructure and College-Wide Issues that Need Immediate Attention ( 9 Responses)**

| Issue | Responses |
|---|---|
| Discipline and Counseling Faculty Collaboration | 2 |
| FTES Maximization in Combination with Student Success | 2 |
| Improve Registration/ Application Process for Students | 3 |
| Maximize Usage of and Planning for Facilities | 4 |
| More Staffing | 6 |
| Secure Funding for Programs and College-Wide Events | 3 |
| Unified Outcomes and Equity Data | 2 |
| Updated Technological Systems | 5 |

Note: Qn. included in Deans Summary Reports

All **nine** Chabot College Deans, identify **"more staffing"** (6 responses) and **"updated technological systems"** (5 responses) as the most pressing infrastructure or college-wide needing immediate attention. For example, regarding a need for more staffing, Deans wrote that there is a need for, "Staffing: faculty in our division, lab support, and IT," and "Staffing: Inadequate staffing [exists] in many of the areas within APSS … but also in Admissions and Records …, Career Center and General Counseling," and "...more staffing for financial aid." With regard to the need for updated technological systems, Deans wrote that there is a need for, "Updated technology for staff and students to be able to access and provide services," and "Improved technology: better tools for students to be able to navigate through our website, understand the various path options, and have access to career exploration and work-based learning opportunities." Deans also mentioned that 25Live (the room reservation system) and Class Web need upgrades, and Chabot needs a communications solution to the fact that students do not check their zone mail regularly.

**Summary and Policy Implications for Consideration:**

Overall, the Deans' responses to the most pressing infrastructure issues are consistent with frequent themes raised in individual PARs. The challenge with addressing the need for more staffing is that there is uncertain and/or limited funding. In another PAR question on the challenges or institutional-level barriers that prevented
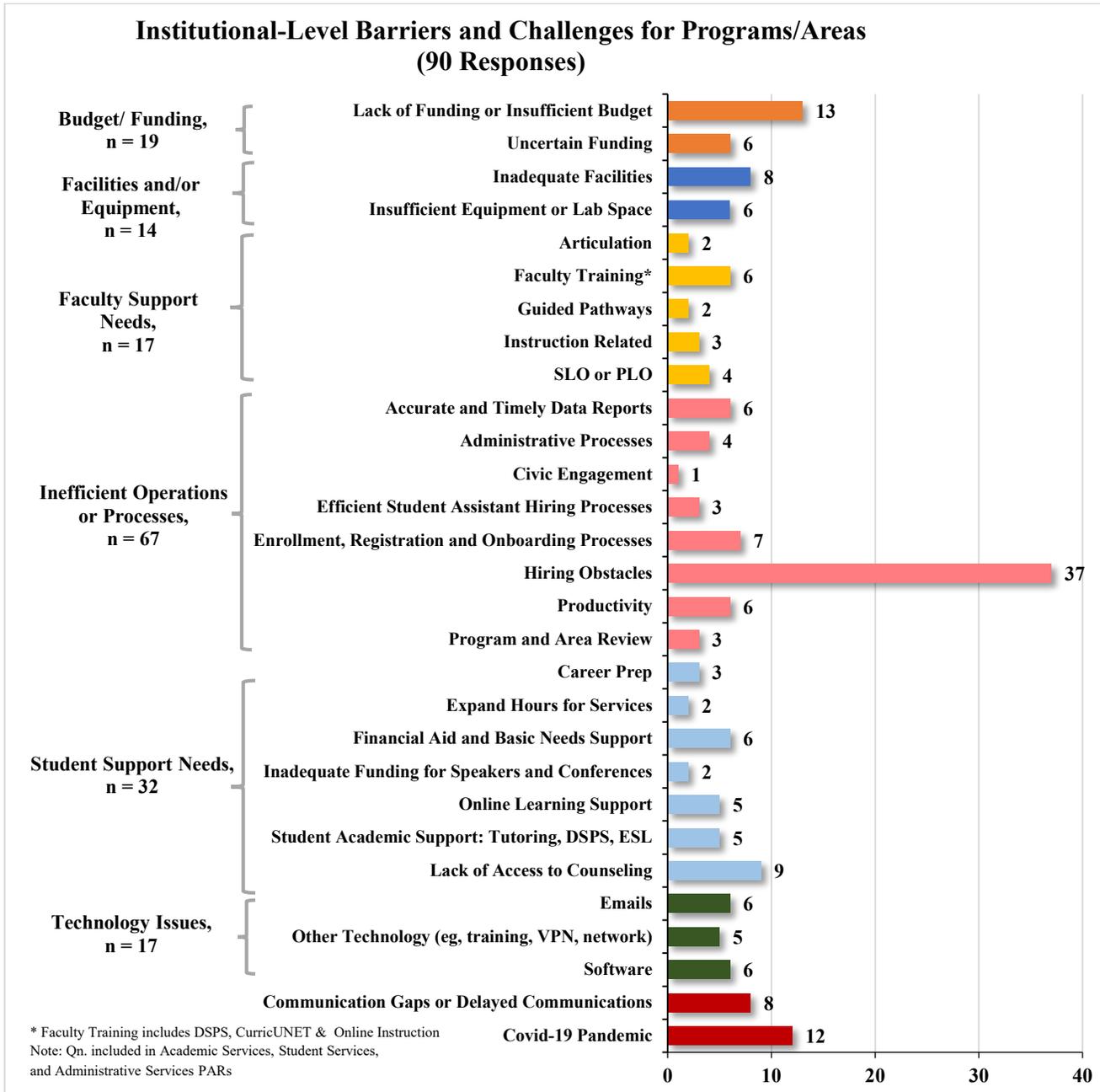
programs from reaching their goals, the issue of **hiring obstacles** was mentioned in 37 responses. Thus, while hiring significantly more staff may not be a policy option, **perhaps one way to mitigate the staffing issue would be to work with the district to further investigate hiring obstacles and collaboratively create policy solutions**. A second possible policy solution to the need for more staffing could focus on a cultural shift. Perhaps a topic for a future administrators' meeting could be how to consistently, clearly and collaboratively discuss task priorities. If employees have a clear understanding of the highest priority tasks, perhaps that could at least alleviate the stresses associated with being understaffed.

As with the theme of staffing, the need for "**updated technological systems**" (5 responses) was not only mentioned by the deans, but frequently raised in individual PARs. For example, in the PAR question on barriers that hindered programs/areas in reaching their goals, updating and training on technology, issues with software, emails, and VPN were recurrent themes (17 Responses). Similarly, in the PAR question on barriers that hindered students in reaching their educational goals, technology challenges were mentioned in 34 responses. However, while the broad theme of technology was frequently mentioned, the specific technology issues ranged across functional areas. Some PAR respondents discussed a need for technology for instruction, others a need for technology for communications with students, others the need for updates to infrastructure technology, like Banner and ClassWeb. Since the technology challenges span multiple and diverse areas, PAR committee recommends the IST committee and/or applicable constituencies consider two next steps: 1) **examine Chabot's processes and structures for identifying, prioritizing, and implementing system-wide technological change, and orienting employees to changes that occur** and 2) **consider a campus-wide survey on Chabot technology so that community members can contribute their ideas**.

Institutional-Level Barriers or Challenges for Programs/Areas

**PAR Question:** What institutional-level barrier or challenges prevented or hindered your program or area from reaching its PAR Goals, SLOs, PLOs, SAOs, and/or the college mission?

**PAR Committee Lead Analysts:** Alice Hale and Nancy Pinio



**Institutional-Level Barriers and Challenges for Programs/Areas (90 Responses)**

Budget/ Funding, n = 19
- Lack of Funding or Insufficient Budget: 13
- Uncertain Funding: 6

Facilities and/or Equipment, n = 14
- Inadequate Facilities: 8
- Insufficient Equipment or Lab Space: 6

Faculty Support Needs, n = 17
- Articulation: 2
- Faculty Training*: 6
- Guided Pathways: 2
- Instruction Related: 3
- SLO or PLO: 4

Inefficient Operations or Processes, n = 67
- Accurate and Timely Data Reports: 6
- Administrative Processes: 4
- Civic Engagement: 1
- Efficient Student Assistant Hiring Processes: 3
- Enrollment, Registration and Onboarding Processes: 7
- Hiring Obstacles: 37
- Productivity: 6
- Program and Area Review: 3

Student Support Needs, n = 32
- Career Prep: 3
- Expand Hours for Services: 2
- Financial Aid and Basic Needs Support: 6
- Inadequate Funding for Speakers and Conferences: 2
- Online Learning Support: 5
- Student Academic Support: Tutoring, DSPS, ESL: 5
- Lack of Access to Counseling: 9

Technology Issues, n = 17
- Emails: 6
- Other Technology (eg, training, VPN, network): 5
- Software: 6

- Communication Gaps or Delayed Communications: 8
- Covid-19 Pandemic: 12

* Faculty Training includes DSPS, CurricUNET & Online Instruction
Note: Qn. included in Academic Services, Student Services, and Administrative Services PARs

Across the 90 responses to this question in Program and Area Review, some of the most frequently named barriers preventing or inhibiting programs and areas from reaching their goals were: hiring obstacles (37 responses), insufficient or uncertain funding (19 responses), inadequate facilities or lab space (14 responses), challenges with getting students' needs met, such as lack of access to counseling (15 responses), and various technology issues (17 responses).

**Summary and Policy Implications for Consideration:**

Similar to the Deans' responses about the most pressing infrastructure issues, PAR respondents named **hiring obstacles** as a key barrier preventing success. Thus, the same policy recommendation applies: **consider working with the district to further investigate hiring obstacles and collaboratively create policy solutions**. Also in line with the Deans' summaries of infrastructure challenges, PAR responses to this question frequently named **technology issues** as a barrier to success. Once again, the policy recommendation would be for the IST committee and/or applicable constituencies to consider two next steps: 1) **examine Chabot's processes and structures for identifying, prioritizing, and implementing system-wide technological change, and orienting employees to changes that occur** and 2) **consider a campus-wide survey on Chabot technology so that community members can contribute their ideas.**