1. Support Services Report Template

Report Info

Name of the person completing this report: Corey Gin
Title of the person completing this report: Director
Supervisor/dean reviewing report: Brad Wells
Service: LEEP
Division/College: Administration and Finance

3. Mandated Service

Link to Scoring Rubric

1.1 Please indicate below if any aspect of the service is legally mandated by any of the following and provide the relevant reference.

Any other: WASC Accreditation

Provide a brief explanation, if necessary, in < 60 words.

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives. See Standard 1.4
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability. See Standards 3.1, 3.2, 3.6, 3.7

4. Importance of Service

Briefly describe the service in terms of its primary function(s) and purpose(s) using < 120 words

The primary function of this service is to create and maintain a robust and effective leadership development and support services program for new, emerging, and current leaders throughout the University. Public higher education organizations rarely devote time and resources to helping employees prepare for future leadership and management positions. By consciously addressing this need, the program seeks to create a shared foundation for leadership based on the university’s core values, reduce employee turnover, increase transparency and accountability, ensure business and academic continuity, promote a dynamic and creative workplace, and reinforce best practices and research for collaborating and communicating amongst our diverse staff, faculty, and student population.

Link to Scoring Rubric

2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

Administrators/staff: 75%
Colleges/departments: 25%
Total: 100%

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2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while managing utility services would be indirect).

<table>
<thead>
<tr>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pre-college (helping students to enter the system)

During college (helping students succeed while they are at Cal State East Bay)

After college (helping students establish meaningful lifework and be socially responsible contributors to society)

Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th>Pre-college (helping students to enter the system)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>While students are here, they expect the highest levels of service and support. Training and supporting new leaders who understand the needs of our students is critical to their success. Additionally, it’s important that we create a learning environment that understands the needs and aspirations of four distinct generations within the workplace: traditionalists, Baby Boomers, Generation X and Millennials. We have to provide our leaders and their teams with the best tools and resources, but more importantly, knowledge and experiences to address the expectations of an always-on, mobile, instantaneous, life-long learning culture.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td></td>
</tr>
</tbody>
</table>

2.3 Applying the four choices presented below, please indicate the consequence of NOT having this service on each of the actions in the left hand column.

<table>
<thead>
<tr>
<th>Pre-college (helping students to enter the system)</th>
<th>4 - Service provides evidence of direct impact in more than one area</th>
<th>3 - Service provides evidence of direct impact in one area</th>
<th>2 - Service provides evidence of indirect impact in more than one area</th>
<th>1 - Service provides evidence of indirect impact in one area</th>
</tr>
</thead>
<tbody>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td></td>
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Provide a brief narrative (<60 words each) explaining your choice.

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<tbody>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Once students are here, we need to ensure that they are successful academically, socially, and personally. The goal of leadership development and support while students are in college is to build and sustain a campus environment that supports student achievement and retention. Our approach is</td>
</tr>
</tbody>
</table>
are at Cal State East Bay unique in that we are systematically working with leaders and others to improve collaboration and communication between and amongst ourselves to more clearly and competently serve our students.

After college (helping students establish meaningful lifework and be socially responsible contributors to society)

**Link to Scoring Rubric**

### 2.4 Alignment with Shared Strategic Commitments

How does this service contribute to or align with any of the eight Shared Strategic Commitments (SSC) listed below?

<table>
<thead>
<tr>
<th>SSC</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</td>
<td>If aligned or contributing, provide a description. (&lt;60 words for each SSC)</td>
</tr>
<tr>
<td>Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development</td>
<td>Diversity and inclusive excellence is at the heart of our leadership development program. In the past, we have had no formal programs that have addressed these issues. We plan to incorporate new models and methods for how we engage and lead our diverse faculty, staff, and student population to succeed, seeking input internally and externally.</td>
</tr>
<tr>
<td>Serve students first, by expanding access and enhancing each student’s educational experience and prospects for success as a graduate and life-long learner</td>
<td>We are developing new ways to lead, helping our staff to focus with the end in mind, and where we are continually seeking new ways to strengthen and enhance current and best practices for serving our students. We’d like to incorporate more staff in mentoring opportunities with students, particularly when it comes to job-related fields at the University. Doing so will take a change in thinking and culture.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td></td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td></td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>Our initial leadership course will provide a broad foundation for identifying and supporting our core values when it comes to how we interact and act with each member of our staff, faculty, students, and community members. This is an important first step in developing trust amongst ourselves as we seek to redefine how we are to survive and thrive in an increasingly complex and challenging environment.</td>
</tr>
<tr>
<td>Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility</td>
<td></td>
</tr>
<tr>
<td>Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)</td>
<td>We will be launching a leadership foundations course to initially target all current leaders. This course will highlight the best in leadership styles, values, and competencies for all public higher education institutions. With that information, we will then chart a path of excellence that is unique to CSU East Bay and our current leadership, one that can be embraced by all.</td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**
2.5 How might the demand for this service change over the next five years? (Please choose one category below).

Likely to increase

Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

We see a great need for this service across all levels of the campus. Managers and supervisors have asked for feedback and guidance in how to address the complexities of leading their units in a time when resources are being reduced. As more and more employees are asked to do more with less, they need leaders who can understand and support them in an environment that is collegial and collaborative. Additionally, we have no formal ways for individuals to learn and get experience in moving ahead in their career. With this service, we plan to provide both formal and informal pathways for promoting and retaining our best and brightest.

5. Quality of Service

3.1 Do you assess the quality of the service you provide?

Yes

If “Yes”, what benchmarks, best practices or measures of success, either internal or external, do you use to measure service quality (e.g., timeliness, accuracy, adequacy, meeting deadlines, satisfactory completion of assignment, etc.)? Please describe in <120 words. If no, please explain.

We are currently in the design and development stage of launching a leadership foundation program for all current leaders. In subsequent years, we will be offering programs on leadership development, mentoring, coaching, and job shadowing/sharing. All of our programs are designed and developed based on the latest research and best practices for effective leadership and management within public higher education institutions. The program outcomes will be aligned with the University’s mission, shared commitments, and institutional learning objectives. And one important measure of success will be how well we can link the leadership of all individuals and departments across the University to student retention and student success. We hope to create a framework that will connect leadership development with these outcomes.

3.2 During the last three years, have you adopted any measures to improve the quality of this service? Please describe in <120 words.

Our program has not yet been launched. However, the intent is that embedded within each of our program offerings will be formative and summative assessments to measure program quality and effectiveness. Our long-term assessment instruments include an annual survey of managers, supervisors, directors, and MPP’s, as well as a parallel survey of all other employees seeking their feedback on the quality and breadth of leadership and management practices across the University.

3.3 What idea(s) do you have for improving the quality of this service within existing resources (e.g. development of benchmarks, surveys, feedback, etc.)? Please describe your plan(s) in < 120 words.

We will continue to initiate online surveys using our Google Apps products, along with small group, face to face and hybrid sessions with our constituents across the University. We will also develop benchmarks for quality leadership and management in public higher education organizations. In our annual survey, we will continue to seek feedback on improving our services while also finding ways to strongly link learning opportunities to outcomes. We’d like to concentrate much of our work on Levels 3 and 4 of the Kirkpatrick Model for Evaluations.
3.4 What ideas do you have for improving the quality of the service if additional resources were provided. Please describe your idea(s) in <120 words.

We would welcome the adoption and implementation of an enterprise-level human capital management system to help organize, staff, and develop our workforce including our leaders. Additionally, we would adopt a system to manage learning resources, such as an enterprise-level learning, content management, and eportfolio system that could easily connect users with other employees and CSU East Bay affiliates. We envision creating a Center for Leadership in Public Higher Education where open educational resources would be freely available to any other institution of higher learning.

Link to Scoring Rubric

3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?

Yes

If yes, describe the process and most recent results in <120 words. If no, please explain.

At the conclusion of each complete course offered, a course evaluation will be provided to all attendees. Data will be gathered on content relevance, subject matter delivery, participation and completion rates, and later, retention and application to work in the current position. Then, each course will be reviewed, modified, and improved upon, given the participant feedback. Regular course and program feedback will be sought as new programs, courses, and workshops are added over time.

Link to Scoring Rubric

3.6 The university recently conducted a customer satisfaction survey for some services (results for this service are attached, if applicable). Do you have any comment or response to the results? Please describe in <120 words.

Since the formation of this service was initiated shortly before the survey was given, and this particular service has yet to be implemented widely, there wasn't much data to accurately describe the use and impact of this service to the University community over time.

Link to Scoring Rubric

3.7 Do you have any formal or informal guidelines for personnel in your department regarding how to treat/interact with receivers of this service?

Yes

If yes, please describe in <120 words. If no, please explain.

I have informal guidelines for myself, as I'm the only person in my department. In order to be an effective leader and manager in our organization means that I should know, understand, and apply the same practices and principles that I am sharing with our employees. I recognize that good leadership is difficult under most circumstances. What I hope to instill in others through my interactions is that we can not do everything, but that everyone can do something. And the ways in which we can do some of those things is by establishing and maintaining good relationships with others, whoever they may be.

Link to Scoring Rubric

3.8 Does your service have annual goals (targets) of achievement regarding the quality of the service provided?

No

If yes, describe the annual quality goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

We have not yet developed any metrics for measuring quality for this service. We will do so as we develop the service.
3.9 Does your service have annual goals (targets) of achievement regarding the quantity of service provided?

No

If yes, describe the annual quantity goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in < 120 words. If no, please explain.

We are currently building this program. No specific targets in terms of numbers of users have been identified. However, in the coming year, we will be offering learning opportunities to the 100+ leaders that fall within the Management Personnel Plan. Additionally, in the 2013-2014 academic year, we will initially be offering leadership and management support to a small group of individuals through a formal mentoring program. We also plan to offer on-going, interactive, and spontaneous informal mentoring program to a much larger and growing number of individuals across all areas of the University, details to be shared in early 2014.

6. Efficiency of Service (cost effectiveness)

4.1 Using the spreadsheet provided for all employees in your department, please distribute salaries of individuals across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

45500

Attach your allocated spreadsheet here.

initialbudget_salaries_2013_14_v1.xlsx

4.2 Using the spreadsheet provided, please distribute your department’s annual operating expenses across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

112000

4.3 Using the spreadsheet provided, please distribute the square footage of work space across all services provided to reach an educated or reasonable estimate of the use of this resource.

69.3

Attach your allocated spreadsheet here.

squarefootage_131104_v1.xlsx

4.4 During the last three years, have you adopted any measures to improve the efficiency (cost effectiveness) of providing this service (e.g. reducing salary costs, operating expenses or use of space, or increased output without increasing cost. Etc.)?

No

If yes, please describe the measures in <120 words. If this is a new service introduced over the past three years, please indicate. If no, please explain.
This is a new service for a program established last year. We will be using existing space across the campus for our programs and services. We hope to provide expertise and experience from within the University to design, develop, teach and assess courses and workshops. By doing so, we limit our expenses from outside experts and invest time and resources on our own faculty and staff.

4.5 What idea(s) do you have for improving the efficiency (cost effectiveness) of this service within existing resources (e.g. restructuring, merging, outsourcing, ways to cut costs, technology, etc.)? Please describe those ideas in <120 words.

We are currently using existing office and conference room spaces for the design/development of the service. We will continue to use these same spaces when we launch the service early next year.

4.6 What idea(s) do you have for improving the efficiency (cost effectiveness) of the service if additional resources were provided. Please describe your idea(s) in <120 words.

With the limits of space to hold workshops and courses, we can only serve a small number of individuals on limited days/times. With additional resources, particularly when it comes to space and perhaps technology, we will be able to serve many more individuals and teams. We could also provide more opportunities on a much more frequent basis if offered additional resources.

4.7 Do you have any plan(s) to improve the efficiency (cost effectiveness) of this service in the next 1-2 years (e.g. reducing costs, increasing productivity, etc.)?

No

If yes, please specify whether these plan(s) involve reducing salary costs, operating expenses and/or use of space. Please describe your plan(s) in <120 words. If no, please explain.

This is a new department with one individual. While we will make every effort to streamline processes and reduce unnecessary spending, we will need additional resources to increase the depth and breadth of this program. Salaries, space, and operating expenses are sure to grow with increased demand for our services.

4.8 Please describe the estimated output for this service for fiscal year 2011-12, quantify if possible (e.g. volume, service tickets resolved, people serviced, appointments, etc.) in <120 words.

This is a new service. There was no service of this kind in 2011-2012.

7. Other

5.1 Are you aware of services similar to this one that are being provided by another department at CSU East Bay?

No

If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in < 60 words.

Traditionally, human resources has provided some opportunities for managers and supervisors to receive training on leadership, but only at a general level. Also, if one of the above had any immediate need for support, they could get it either through informal coaching or mentoring or through general training provided through the Employee Assistance Program.
5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

No department, organization, or individual on this campus, or on any CSU campus, is tasked with the huge responsibility of preparing and supporting leaders across the entire organization. In fact, there is very little evidence that an organization outside our University is focused on the systematic development and nurturing of all leaders across the campus. Usually, if there is any kind of training or support, it’s focused solely on the job duties of individuals. With this service, we combine both the macro and micro view of leadership. We encourage everyone to not only look at the task at hand, but also how we can solve problems through seeing the bigger picture, and to do so more effectively with others.

5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in <250 words.

One important project that we plan to implement is a formal and informal mentoring program. The Leadership Assistance Mentoring Project (LAMP) will allow individuals to pair up with identified leaders to help the individual in career planning and advancement. Additionally, we hope to increase participation in an informal program that will allow anyone to mentor any others provided that there are guidelines and processes in place to help both of them be successful in this relationship. It’s not just older, more experienced people mentoring the younger generation. The roles can switch which means that there won’t be any artificial barriers preventing someone to get help from another. Finally, we also believe that at some point, we will be able to work with other CSU campuses to provide job shadowing and job exchanges, whereby employees interested and motivated in job promotion can intern at another campus alongside the same position as the one they are interested in moving to. By doing so, we allow the intern to get real-world experience in this position. For the University system, they retain a valuable employee from leaving because they’ve been given an opportunity to try something new and different, and yet not risk all they have invested in their current campus department or program.