1. Support Services Report Template

Report Info

Name of the person completing this report: Linda Dobb
Title of the person completing this report: Associate Provost
Service: Office of the Associate Provost
Division/College: Academic Affairs

3. Mandated Service

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: CSU-CFA Collective Bargaining Agreement

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

10.2e of the CSU/CFA contract requires an administrator, designated by the President, to act on behalf of the campus to hear faculty grievances. At East Bay, this is the Associate Provost

4. Importance of Service

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

The Office of the Associate Provost serves several functions: 1) to coordinate Faculty Affairs (hear faculty grievances, promote training for chairs, assoc. deans, and deans, participate on FAC, review policies, and other-faculty related issues; 2) supervise the areas of Advising/Career, Research and Sponsored Programs, Libraries, and Faculty Development/Community Engagement; and 3) coordinate Division-wide efforts such as Chancellor Office initiatives, strategic planning, and other matters.

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

Faculty: 30%
Administrators/staff: 40%
Colleges/departments: 20%
Academic Senate and/or committees: 10%
Total: 100%

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>Pre-college (helping students to enter the system)</td>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>✔</td>
</tr>
</tbody>
</table>
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>Area</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>The Office has worked, through Research and Sponsored Programs, to write and review grants aimed at assisting students prior to entering college. In addition the Office has significantly encouraged service-learning that impacts local pre-college populations.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>The office reviews student course evaluations, in an attempt to make sure that important feedback is listened to and acted upon. The office supports the Library and Advising which are vital to students as they progress at East Bay.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>AACE (which includes Career advising), the Center for Community Engagement, and the Center for Student Research help prepare students for meaningful lifework and to be socially responsible now and in the future.</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

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>Area</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>Pre-college (helping students to enter the system)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your choice.

<table>
<thead>
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<th>Area</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>While the programs that this office reviews and helps get established are important to pre-college students, the current functioning of the University would only somewhat be impacted if they did not exist.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Because the Office helps supervise the work that helps faculty, supports students and keeps the University in compliance with certain state, federal, and local mandates, it is a necessary service to current functioning.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Many students come to the University hoping to get an education and, perhaps, some experience that will prepare them for the world of work. Several programs that report to the Associate Provost—including the Career Center, Center for Community Engagement, and Center for Student Research—are critical to the post-college experience of East Bay students.</td>
</tr>
</tbody>
</table>

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?
Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship

The Office helps to ensure academic quality through careful scrutiny of evaluations and faculty-produced documents, it supports faculty professional development and coordinates the Week of Scholarship.

Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development

Assisting with faculty searches, the work of the DELO, and the Office of Diversity, the Associate Provost tries to ensure that we are hiring diverse faculty, that we are reflecting our diverse community in our library offerings and exhibits, and offering programs that celebrate a multicultural community.

Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner

The Office emphasizes the importance of serving students first and managers that report to the office are evaluated on the basis of their success at reaching students, widening the availability of services for them, and stretching to meet new needs in advising, careers, computing and other areas.

Foster a vibrant community through enriched student services and student life that support student engagement and learning

The Office is responsible for helping expand the reach of community engagement and undergraduate research opportunities; currently the Office is responsible for coordinating the examination, for WASC, of co-curricular activities.

Contribute to a sustainable planet through our academic programs, university operations, and individual behavior

Two most recent efforts at less paper have been: moving to all online student evaluations; moving to online applications for faculty positions.

Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University

Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility

Through grants that support the region, the Office helps to ensure that we have active partnerships that benefit citizens and agencies throughout the East Bay.

Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)

The Office encourages the adoption of new technologies in the libraries, AACE, and Faculty Development. The Office has helped establish a special adviser for online students and will be helping to institute SKYPE advising in Winter/Spring 2013. Additionally, the office is coordinating the campus response to Chancellor's Office initiatives aimed at creating innovation in undergraduate and online education.

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.

As the number of newly hired tenure and tenure-track faculty increases, the work of the office increases to assist in hiring, to help coordinate retention and RTP efforts, and to help chairs deal with new issues. A new contract for faculty in 2014 will bring with it new challenges and the need to update policies, so that they align with collective bargaining mandates.
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.

The Office uses several benchmarks including the NSF research survey, the comparison data offered by the Chancellor’s Office, and the results of audits to measure its quality.

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

In 2012, the Office started the Academic Affairs Newsletter to communicate with faculty. The Office instituted new procedures to work with the DELO, so that this individual reviews materials prior to telephone interviews--expanding the pool of applicants where necessary. In 2011, the Office brought pre and post award together into the Office of Research, to try and simplify administrative issues in grants. In 2012, the Office started a program of enhanced tutoring and assistance to students who need to take the Writing Skills Test to graduate. Of the students who took the enhanced tutoring 79% passed the WST (as opposed to 64% of those who do not), we are continuing to expand this service.

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 would like to work with the Faculty Affairs Committee to make electronic dossiers a reality. Last year, the Office helped with an experiment in moving faculty dossiers (a key tool in Retention, Tenure and Promotion) to a module within Blackboard. This work should continue. We are also excited about offering SKYPE advising for our students who cannot come to campus--this service will be aimed at students who also need appointments between the hours of 6-8 p.m. We are also looking to institute S4, which would help all areas track through one online system the community engagement efforts they are making.

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.

If money were no object, we would assist with the BOLT-ON of the DARS (Degree audit system) to PeopleSoft student, so that student transcripts could more seamlessly be audited and transfer students would know, at time of entry, how their courses help fulfill CSU-East Bay requirements. Also, if money were no object we would implement the PeopleSoft grants module, which has enhanced capabilities to tell Principal Investigators when reports and new budgets are due, track time and effort, and produce more accurate budget forecasts.

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.

Grievances are one way in which we know if we have trained Chairs, Associate Deans, and Deans in using the faculty contract. While there is not a one-to-one correspondence, usually the fewer grievances filed, the better we are doing at helping faculty work together and faculty work with administrators. Additionally, student evaluations tell us if the Office has been successful in making
sure faculty are aware of special services needed for students with disabilities, common syllabus elements, and enhancements that may be needed to classroom technology.

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.

n/a

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

Through staff evaluations, we encourage individuals to treat those who use the office with collegiality and respect.

Link to Scoring Rubric

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

Yes

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.

The Associate Provost has annual goals that emphasize the improvement of services, the adoption of new technologies, and a continuous look at ways in which the office can assist with student retention and graduation.

Link to Scoring Rubric

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.

6. Efficiency of Service (cost effectiveness)

Link to Scoring Rubric

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.

230000

Attach your allocated spreadsheet here.

Link to Scoring Rubric

4.2 Using the spreadsheet provided, please distribute your department’s annual operating expenses across all services
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.

Attach your allocated spreadsheet here.

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.)?

Yes

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.

We have worked toward using online applications for faculty hiring (saving the time of mailing receipt notices, paper EEO surveys, paper academic applications) and all-online student evaluations (saving the time of paper evaluations)

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.

Again, electronic dossiers have the potential of reducing the amount of paper used, the places where information might be available and the time used to review materials.

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.

We would move to online applications for lecturers, electronic signatures for lecturer contracts, helping to build an electronic system that faculty could use in the colleges to track advisees they see in faculty offices.

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.)?

Yes

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.

We hope to be involved in the adoption of the Common Human Resource System at East Bay. This will allow us to record more items directly in PeopleSoft--such as release time, leaves, entitlements (for lecturers), etc.
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.

The Office has, on a daily basis, an average of 4 appointments in any given day. Over 35 email messages are answered regarding policies and other issues.

7. Other

Link to Scoring Rubric

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

Yes

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

In some ways, Human Resources and LEEP perform some of the functions that this office does as regards answering questions individuals have on leave, discipline, evaluation and training. However, the emphasis in this Office is primarily on faculty (although we also offer training for Administrative Staff in College Offices).

Link to Scoring Rubric

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

The Office is the only one dealing with Faculty Affairs (grievances).

Link to Scoring Rubric

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.

The Office is very fortunate in having excellent people primarily responsible for major services: Lawrence Bliss in Advising/Career, John Wenzler in the Library, Jessica Weiss in Faculty Development, Mary D’Alleva in Community Engagement, Jason Singley in the Center for Student Research, and Sean Williams in ORSP. Additionally, the administrative staff: Audrey Wade, Anne Wing, and dozens of others are really dedicated to helping faculty, students, and staff.