#12

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Friday, January 15, 2021 9:41:05 AM
Last Modified:	Friday, January 15, 2021 4:20:50 PM
Time Spent:	06:39:45
IP Address:	174.66.139.168

Page 1: Classified Position Request Form

Q1

Please enter the following:

Department	**Institutional Effectiveness, Success, and Equity/Learning and Technology Resources**
Position Title	**Professional Development Specialist**
Salary Range	**39**
Annual Salary at Step B*	**$59,964**
Hours/week and # of months (e.g., 10-month, 11-month, 12-month)	**12-month**

Q2

What type of position is being requested?

Additional general fund position

Q3

Please attach the description for the position classification (contact GCCCD Human Resources to obtain this).

39 - PROFESSIONAL DEVELOPMENT SPECIALIST.docx (21.2KB)

Q4

What are the actual duties and responsibilities that are specific to this requested position that you would like to highlight to help the Classified Hiring Priorities Committee understand the need for this position?(200 words or less)

In order to properly implement the College's professional development program, administrative and technical support and programming will be required. These duties formerly fell to the faculty Professional Development Coordinator; however, these duties are more well suited for a Professional Development Specialist, who could administer the Vision Resource Center, provide support for the professional development program in terms of logistics and administrative and technical assistance, which would free up the faculty Professional Development Coordinator to work on visioning, content development, consultation with presenters, and workshop facilitation. This position is critical to implementing the professional development necessary to become a more equity-minded, anti-racist campus.

Q5

Please address the following: How are the duties of the requested position currently being performed, if at all? How does the lack of this position impact the program or service area? What impact, if any, have frozen or vacant positions within the department had on services or staff workload?   (200 words or less) (Rubric Criteria 1)

Currently, many of these duties are being carried out by the faculty Professional Development Coordinator. Given that the coordinator position was just revised to become a .50 position, that does not leave any room for visioning, content development, program development, and consulting with presenters to ensure a cohesive professional development program focused on the College's commitment to equity, and specifically racial equity, and strategic priorities. The duties this new classified position would take on are currently taking nearly the entire .50 faculty position. In order for the faculty Professional Development Coordinator position to reach its full potential of visioning, planning, and implementing a cohesive professional development program focused on advancing the College's equity commitment and strategic priorities, this classified position is necessary and very important. If this position is not filled, the College will not be able to move forward in implementing a cohesive professional development program that addresses college needs and priorities. Instead, the faculty Professional Development Coordinator position will be focused mainly on reporting, Vision Resource Center administration, and compliance.

Q6

How has the program/service area changed over the most recent five academic years and/or how is it expected to change within the next five years (i.e. growth, additional services, increased workload and reorganization) that warrants this position? **Please use both quantitative and qualitative data including, but not limited to: enrollment and productivity data, staffing or other studies, surveys, volume of students or employees served, total comp time accrued, number of hourly/intern/volunteer/work-study, and services provided.**   (200 words or less) (Rubric Criterion 2)

The demand for professional development has increased in recent years as the College has increased its focus on racial equity, guided pathways, and student validation and engagement, among other strategic priorities and initiatives. The need for meaningful professional development and foundation building for communities of practice has never been greater. While the sheer number of students served has leveled off in recent years after peaking in 2016-17, equity gaps persist at the course and program level as well as in specific service areas. The College's student population has become even more diverse, and it is critical for the College to provide practitioners with professional learning opportunities to reflect upon and refine their practice to strengthen student learning and achievement and create a more equitable learning environment. In examining recent program reviews, professional development is cited repeatedly as an action step, need, or goal for many areas in the College. Interest is strong, and given the College's current remote environment, there is a critical need for a solid and cohesive professional development program focused on eliminating disparities in student access and success. A summary of professional development workshops and activities offered in 2018-19 can be found here https://drive.google.com/file/d/1-6p1EUX8I_zFJAMf2yRZHWSOK0vQWu3z/view?usp=sharing and a summary of professional development workshops and activities offered in 2019-20 can be found here: https://drive.google.com/file/d/10iZ3Gb0jQD5WQ_VRW1RU-J-Udk8q5fKm/view?usp=sharing

Q7

Student Validation and Engagement

Which of the College's strategic priorities will this position most directly support? Note: Selecting more than one strategic goal will not impact the Classified Hiring Priorities Committee rating of the position.

Q8

Please explain how the requested position will support the college strategic priority(ies) identified above. (200 words or less) (Rubric Criterion 3)

While this position will address all strategic priorities at some level, given the College's focus on racial equity and eliminating equity gaps, this position will most directly support student validation and engagement by freeing up the faculty Professional Development Coordinator to focus on creating and implementing a cohesive professional development program built to intentionally address equity gaps in and out of the classroom. Professional development workshops must be culturally responsive in order to address equity gaps. This position will allow the coordinator position to focus on those aspects of the work rather than the technical, compliance, and administrative aspects of the work.

Q9

How will the position impact the ability of the program or service area to innovate and meet changing needs? (200 words or less) (Rubric Criterion 3)

This position will directly support a number of departments and service areas in providing operational and logistical support for professional development workshops, professional learning activities, the future teaching and learning center. In addition, this position would support the implementation of faculty communities of practice, inquiry groups, and other peer learning opportunities for faculty, staff, and administrators both virtually, and, when we return to campus in some capacity, in person. The position could also support some of the College's existing programs, such as the Equity-Minded Teaching and Learning Institute, assessment workshops, and Teaching Dialogs. With a focus on closing equity gaps and weaving racial equity into the entire professional development program, this position would free up the faculty Professional Development Coordinator to focus on vision and programming to help the College become a more anti-racist institution.

Q10

Please confirm that you have discussed this faculty position request with the dean or manager and that you understand that deans and managers will be providing feedback to help inform the prioritization process.

Yes, I have discussed this position request with the Dean or Manager