

#13

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Page 1: Classified Position Request Form

Q1

Please enter the following:

Department	Institutional Effectiveness, Success, and Equity
Position Title	Professional Development Specialist
Salary Range*	39
Annual Salary at Step B*	\$59,964 (full-time)
Hours/week and # of months (e.g., 10-month, 11-month, 12-month)	40 hours/12-month

Q2

Current goal this position will directly advance/support

This position will most directly support IESE Goal #2: Intentionally integrate equity and social justice into college policies, processes, and structures

Q3

How will this position directly advance/support the goal listed above?

This position will allow the College and the IESE Office to realize the vision put forward in 2020-21 for Professional Development at the College by allowing the faculty PD Coordinator to focus on programming/content and shifting other, more administrative and technical responsibilities to the PD Specialist. The PD Specialist plays a vital role in ensuring critical events and activities are implemented smoothly and with much-needed technical, logistical, website, and communication support.

Q4**Position currently funded by grant funds**

What type of position is being requested?

Q5

Please attach the description for the position classification (job descriptions are posted on this GCCCD Human Resources webpage).

C.39%20-%20PROFESSIONAL%20DEVELOPMENT%20SPECIALIST.pdf (116.2KB)

Q6

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 re-envisioned professional development program, which is centered on the college mission of equity, excellence, and social justice, administrative and technical skills, support, and coordination will be required. These duties formerly fell to the faculty Professional Development Coordinator; however, these duties are better aligned with the job description of a Professional Development Specialist. This position will serve as the campus administrator for the Vision Resource Center, develop and publish reports for faculty professional development hours obligations and completion, technical moderation for workshops and events, technical training for professional development workshop presenters, assist in the development and updating of professional development webpages, and provide support for the professional development program in terms of logistics and administrative and technical assistance. Having this position frees up the faculty Professional Development Coordinator to work on visioning, content development, consultation with presenters, and workshop facilitation. This position is currently being piloted as a grant-funded position, but funding is temporary, and this position is critical to the College's new mission and its vision for implementing the professional development necessary to become a more equity-minded, anti-racist campus.

Q7

Please address the following: How are the duties of the requested position currently being performed, if at all? If duties are being performed by a grant-funded position, when will the grant end? How does the lack of this position impact the program's or service area's ability to serve students? ****The Classified Hiring Priorities Committee will also consider the program review data provided by the IESE Office in reviewing this request. (Rubric Criterion 1)**** (200 words or less) (Rubric Criterion 1)

Prior to Fall 2021, many of these duties were being carried out by the faculty Professional Development Coordinator. In Spring 2021, the IESE Institutional Effectiveness Specialist assumed these technical and professional duties to ensure continuity of service. Starting in Fall 2021, through an IEPI Innovation and Effectiveness Plan and Seed Grant, the PD Specialist position is being piloted as a temporary position, and professional development activities and events are supported by the PD Specialist and Institutional Effectiveness Specialist. Given that the Professional Development (now Teaching and Learning) Coordinator position was revised to become a .50 position, effective Fall 2020, there is no room in this faculty coordinator position to take on technical administrative support responsibilities for the professional development program. The role of the Teaching and Learning Coordinator is to provide leadership, visioning, content development, program development, and consultation with workshop presenters to ensure a cohesive professional development program focused on the College's mission of equity, excellence, and social justice. The duties this new classified position would take on are currently being performed by the temporary, full-time position. This classified position is necessary and very important for the College to expand and enhance its professional development offerings and become a more anti-racist campus. If this position is not filled, current grant funding ends in Spring 2022 and the College will not be able to move forward in implementing a cohesive professional development program that addresses college mission, needs and priorities. Instead, the faculty Teaching and Learning Coordinator position will be focused heavily on reporting, Vision Resource Center administration, and compliance, none of which are in the current job description for the faculty coordinator position.

Q8

How has the demand for program/department services increased over the past 3 to 5 years? How have workloads in the program/department increased over the past 3 to 5 years? **Please use both quantitative and qualitative data including, but not limited to: details of a new program, service, or initiative; number of students served; number of appointments; number of visits; number of workshops; total overtime/comp time accrued, number of hourly/intern/volunteer/work study in program/service area 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, student validation and engagement, and indirectly supporting the elimination of equity gaps in course success and persistence, among other strategic priorities and initiatives. Furthermore, the need for meaningful professional development and foundation building for communities of practice has never been greater. While the sheer number of students served at the College 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 all practitioners – including faculty, staff, and administrators – 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 repeatedly cited 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. As the College begins to focus on its next strategic plan, equity gaps at each student momentum point reveal that across almost all momentum points – from application to enrollment all the way through graduation and transfer – Black or African American students, Native American students, and Pacific Islander students are disproportionately impacted. In addition, Latinx students are also disproportionately impacted in areas such as course success rate and transfers to CSU campuses (see Strategic Planning workshop website: <https://sites.google.com/view/fall-2021stratplan/workshop-resources/college-performance>). These data point to the need to the College to break down systemic barriers to success for students of color. In order to achieve this, professional development across all employees is necessary. In addition, this position is critical to achieving the College's strategic goal of increasing the hiring and retention of diverse employees by providing support for communities of practice and professional learning.

Q9

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.

Eliminate Equity Gaps in Course Success,

Increase Persistence and Eliminate Equity Gaps,

Increase Hiring and Retention of Diverse Employees

Q10

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

This position will enable the College to offer the equity-minded professional development employees need and want, particularly as it pertains to teaching and learning. This position will provide logistical and technical support to EMTLI, Teaching Dialogs, Flex Week activities, classified professional development events, and other professional learning. This position will allow the faculty Teaching and Learning Coordinator to focus on improving teaching and learning in the classroom and developing meaningful equity-minded professional learning experiences, which in turn will support equitable course outcomes, persistence, and retention of diverse employees.

Q11

How will this position improve the student experience at Cuyamaca College?(200 words or less) (Rubric Criterion 4)

While this position will not directly serve students, it will support faculty who serve students directly and classified professionals who serve students directly. This position is important for the College to be able to maintain its robust professional development program focused on the College's mission, vision, and strategic goals.

Q12

How many more students will the position serve, and who will it serve?(200 words or less) (Rubric Criterion 4)

This position does not directly serve students; however, this position will provide the technical support and logistical support to serve more faculty and classified professionals through professional development, both in person and online locally and through the Vision Resource Center.

Q13

How will this position address college equity goals, as well as overall access, retention, and success?(200 words or less) (Rubric Criterion 4)

This position will indirectly address the goal of eliminating equity gaps in course success and persistence. By providing the critical infrastructure and support for professional learning, this position will help practitioners who directly interact with students to refine their practice in an equity-minded way.

Q14

How will the program or service area measure the impact of this position on the student experience?(200 words or less) (Rubric Criterion 4)

The impact of this position will be measured via surveys and evaluation tools for professional development - both specific workshops and the program as a whole - as well as the number of professional development events/activities and number of participants.

Q15

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

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

Q16

How could the process and/or CHPC guidance for preparing and submitting new classified position requests be improved?

Respondent skipped this question