#10

COMPLETE

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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)	**12-month, full-time (40 hours per week)**

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 (contact GCCCD Human Resources to obtain this).

C.39 - PROFESSIONAL DEVELOPMENT SPECIALIST.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 an 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? 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)

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 squarely 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 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. 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.

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.

Student Validation and Engagement

Q10

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 allowing the faculty Teaching and Learning Coordinator to focus on creating and implementing a cohesive professional development program built to intentionally address equity gaps in and out of the classroom. Previously professional development included a wide range of activities and events but without explicitly focusing on culturally-responsive teaching, learning, outreach, marketing, retention programs, academic support, administrative and operational functions, and student services. 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.

Q11

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, and a cohesive professional development program. 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 in person. The position will also support some of the College's existing programs, such as the Equity-Minded Teaching and Learning Institute, assessment workshops, Social Justice and Black Consciousness Conference, and Teaching Dialogues. With a focus on closing equity gaps and weaving racial equity into the entire professional development program, this position would greatly enhance the College's ability to support innovation, one of our recently-reaffirmed college values via professional development.
Development Coordinator to focus on vision and programming to help the College become a more anti-racist institution.

Q12

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

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