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COMPLETE

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Page 1: Classified Position Request Form

Q1

Please enter the following:

Department	Student Success & Equity: Teaching & Learning/Professional Development
Position Title	Training Assistant - Teaching & Learning/Professional Development
Salary Range*	31
Annual Salary at Step B*	\$54,276
Hours/week and # of months (e.g., 10-month, 11-month, 12-month)	40 hrs/week, 12-month

Q2

Current program goal (as listed in comprehensive program review/annual update) this position will directly advance/support:

We do not have access to the 2023-2024 Student Success & Equity program review goals so we used the 2024-25 goals developed by the Teaching & Learning Committee. Teaching & Learning is a sub-area under Student Success & Equity and does not have a separate program review. Teaching & Learning Committee 2024-25 Goals - GOAL 1: Develop a Teaching & Learning Center Website & Physical Space. GOAL 2: Develop and implement the THRIVE program. GOAL 3: Support campus efforts to build a sustainable, healthy culture and work environment to promote the hiring and retention of diverse employees. GOAL 4: Advocate to increase resources for Teaching & Learning and Professional Development to advance the College's strategic goals.

Q3

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

GOAL 1: Develop a Teaching & Learning Center Website & Physical Space

The committee and T&L Coordinators have been working with President Robinson to identify a workable space for the physical Teaching and Learning Center (TLC). The TLC would function as a welcoming, employee-focused space and a hub where all employees can locate resources and access professional learning. The position requested would help to staff the TLC, in addition to the Teaching & Learning Coordinators and other faculty coordinators who would rotate through the space.

GOAL 4: Advocate to increase resources for Teaching & Learning and Professional Development to advance the College's strategic goals

The Teaching & Learning/PD Team is currently without clerical, note-taking, event-planning, and logistical support. The Dean of Student Success & Equity does not have an administrative assistant assigned to them and this work is not part of the job description for the Sr. Dean of IESE's administrative assistant. As a result, much of this work is currently being done by the faculty Teaching & Learning Coordinators, however this work is not part of the Teaching & Learning Coordinator job description and duties. In addition, the college needs a permanent, classified position to manage the Vision Resource Center (VRC), enter workshops, run related reports, provide customer service and support to college employees as it relates to the VRC, and to reconcile professional development hours completed with faculty member's legally required Professional Development obligation. For the last three years, this work has been done by a series of part-time, temporary, grant-funded Foundation employees. There have been four different Foundation employees doing this work over the last 3 years with gaps of coverage in some cases, which has led to a great deal of inconsistency and a lack of PD support for the college.

GOAL 2: Develop and implement the THRIVE program

GOAL 3: Support campus efforts to build a sustainable, healthy culture and work environment to promote the hiring and retention of diverse employees.

Goal 2 & 3 are related. One of the primary goals of THRIVE is to improve employee retention, with an emphasis on employees from historically marginalized groups. A permanent classified position is greatly needed to help provide more THRIVE programming and to support the work that is currently being done to make the campus a more employee-centered space where folks can build community, get access to help and resources, and grow as professionals.

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.31%20-%20TRAINING%20ASSISTANT.pdf (102.6KB)

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? How does the lack of this position impact the program's or service area's ability to serve students? (300 words or less)

Position duties: Prepare agenda items for meetings...take and transcribe minutes. Schedule meetings, conferences and appointments for the professional development office. Schedule [PD] workshops, presentations... Perform...duties in support of professional development programs for faculty, staff and administrators. Organize and manage the day-to-day activities of the Professional Development office. Maintain current Professional Development budget information.

As mentioned previously, the Teaching & Learning/PD Team is currently without clerical, note-taking, event-planning, and logistical support. A Classified Professional in the Training Assistant position could more efficiently complete the tasks that are currently being done by faculty members or that are being assigned to other classified employees in addition to their regular workload. A permanent, full-time Classified Professional is needed to provide support for professional development and employee retention programming that serves all constituent groups across the college, especially in light of the creation of a physical Teaching & Learning Center (TLC) which we are hoping to launch prior to the next accreditation site visit. The 2019 Accreditation ISER report identified the creation of a TLC as a primary goal and it is the topic of one of the Quality Focused Essays.

Position duties: Maintain and update websites and calendars [VRC]. The college needs a permanent, classified position to manage the Vision Resource Center (VRC), enter workshops, run related reports, provide customer service and support to college employees as it relates to the VRC, and to reconcile professional development hours completed with faculty members' legally required Professional Development obligation. For the last three years, this work has been done by a series of part-time, temporary, grant-funded Foundation employees. There have been four different Foundation employees doing this work over the last 3 years with gaps of coverage during some periods, which has led to a great deal of inconsistency and a lack of PD support for the college.

A Training Assistant position would benefit students by allowing the T&L Team to provide more THRIVE events and professional development training for all constituent groups, focused on inclusive, equity minded, and antiracist practices, including training focused equity-minded hiring and on increasing student success and eliminating access, retention, and equity gaps. THRIVE retention and community building events are open to students as well as employees.

Q7

* How are the duties of the requested position currently being performed, if at all?

Some of the duties are currently being performed by the administrative assistant for the Sr. Dean of IESE, some by a part-time, grant-funded Foundation employee, some by the Dean of Student Success & Equity, and some by the Teaching & Learning Faculty Coordinators. Some of the duties assigned to this position are not being completed to the detriment of the college and to our students.

Q8

Respondent skipped this question

* OPTIONAL: If duties are being performed by a grant-funded position, when will the grant end?

Q9

Program or Service Area Potential for Growth Please describe how the program/department has changed over the past 3 to 5 years and how this position will help the department serve more students directly or indirectly? - How has the demand for program/department services increased/changed over the past 3 to 5 years? - How have workloads in the program/department increased/changed over the past 3 to 5 years? - How many more students will the position serve, and who will it serve? **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 Faculty Coordinator position over this area has changed significantly over the past 5 years. The PD Faculty Coordinator had 1.0 reassigned time and managed the Vision Resource Center and calculated faculty PD hours. The position was reconfigured to allow for more professional development programming so VRC duties were moved out of this position. At the same time, PD/T&L moved from the LTR (who has an administrative assistant) to the Dean of Student Success & Equity (who does not have an administrative assistant) and the Faculty Coordinator reassigned time was reduced. For the last three years, the Vision Resource Center work has been done by a series of part-time, temporary, grant-funded Foundation employees. There have been four different Foundation employees doing this work over the last 3 years with gaps of coverage during some periods, which has led to a great deal of inconsistency and a lack of PD support for the college. During this period Professional Development became Teaching & Learning and expanded to include THRIVE programming focused on employee retention and wellbeing. In the next year to two years, the T&L Team's goal is to establish a physical Teaching & Learning, which would benefit greatly by having a PD Training Assistant.

A Training Assistant position would benefit students by allowing the T&L Team to provide more professional development training for all constituent groups, focused on inclusive, equity minded, and antiracist practices, including training focused equity-minded hiring and on increasing student success and eliminating access, retention, and equity gaps. Moreover, the Training Assistant would help organize THRIVE events, which welcome both employees and students, fostering connections and building a sense of community and trust among students, faculty, classified, and administrators.

Q10

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.

- Increase Equitable Access,**
- Eliminate Equity Gaps in Course Success,**
- Increase Persistence and Eliminate Equity Gaps,**
- Increase Completion and Eliminate Equity Gaps,**
- Increase Hiring and Retention of Diverse Employees**

Q11

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

The Training Assistant will play a crucial role in supporting the college's strategic goals by assisting in the organization of training programs that focus on diversity, equity, inclusion, and antiracism. This position will assist in the planning of THRIVE events that will help create a more welcoming environment for students and employees from all constituencies, and support the work of the Teaching & Learning Center (TLC). The TLC will provide training for faculty, classified staff, student workers, and administrators, focusing on diversity, equity, inclusion, and antiracism. This training aligns with the college's mission, vision, values, and the strategic plan. Well-trained employees will enhance equitable access, reduce equity gaps, increase student persistence and completion, and foster a better work environment, ultimately aiding in the retention of employees from diverse backgrounds. The TLC will host professional development and THRIVE workshops. One of the primary goals of THRIVE is to improve employee retention, with an emphasis on employees from historically marginalized groups. Creating an employee-centered space where folks can build community, get access to help and resources, and grow as professionals will contribute to the health, wellness, and ultimately to the retention of Cuyamaca's employees. A PD Training Assistant is crucial to maintaining and expanding this work.

Q12

How will this position improve the student experience at Cuyamaca College? 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 position will support professional development and allow the Teaching & Learning team to provide more professional development workshops and support to classified professionals who can then better support students, to faculty who will be able to then better support students with innovative and equity-minded teaching practices, and to administrators who will then be able to support faculty and classified professionals in their work supporting and teaching students.

We will measure the impact of this position through the number of THRIVE events and professional development workshops and trainings that we hold, through the number of students, faculty, classified, and administrators who attend our events, and through an analysis of student success, retention, and equity metrics.

Q13

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 about the division's priorities and needs to help inform and may impact the prioritization process.

Yes, I have discussed this position request and its priority relative to other requests within the division/department with my dean/manager

Q14

Date / Time

11/14/2024

Date of meeting (with dean/manager):

Q15

Respondent skipped this question

In an effort for continued improvement of the Classified Position Request Process, the CHPC would like your feedback regarding the CHPC guidance and process for submitting new classified positions requests.