



Cañada College ♦ College of San Mateo ♦ Skyline College

## GENERIC POSITION DESCRIPTION

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### **DIRECTOR OF PROFESSIONAL DEVELOPMENT AND INNOVATION**

An Academic Supervisory Position (Exempt Status)

Grade 192E – Salary Schedule 35

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#### ***A. Who We Are***

The San Mateo County Community District is committed to achieving educational equity for all students. As outlined in the District's Strategic Plan, "success, equity, and social justice for our students are longstanding goals." The District's "[Students First Strategic Plan](#)" is focused on "Student Success, Equity and Social Justice." We provide students with a rich and dynamic learning experience that embraces differences — emphasizing collaboration and engaging students in and out of the classroom, encouraging them to realize their goals, and to become global citizens and socially responsible leaders. When you join our team at San Mateo County Community College District, you can expect to be part of an inclusive, innovative and equity-focused community that approaches higher education as a matter of social justice that requires broad collaboration among faculty, classified staff, administration, students and community partners.

#### ***B. The College and the District***

Cañada College, which was designated as a Hispanic Serving Institution in approximately 2000, is part of the San Mateo County Community College District, which currently enrolls approximately 23,000 students, the majority of whom are from minoritized populations. Of the students at Cañada College, 3.0% are African-American, 0.1% are American Indian, 11.1% are Asian, 3.7% are Filipino, 36.8% are Latinx, 1.4% are Pacific Islander, 25.8% are White, 15.1% are Multi-Ethnic, and 2.9% are unknown.

#### ***C. Who We Want***

We value the ability to serve students from a broad range of cultural heritages, socioeconomic backgrounds, genders, abilities and orientations. Therefore, we prioritize applicants who demonstrate they understand the benefits diversity brings to a professional educational community. The successful candidate will be an equity-minded individual committed to collaborating with faculty, classified staff, administration, students and community partners who are also committed to closing equity gaps. The San Mateo County Community College District seeks employees who value mentorship and working in a collegial, collaborative environment, guided by a commitment to helping all students achieve their educational goals.

#### ***D. The Position***

Reporting to the Vice President of Administrative Services, this is a professional supervisory position involved in project management for coordination of learning outcomes, professional development, and technology enhanced instruction for the college. The Director of Professional Development and Innovation is responsible for facilitating and leading the development, promotion, assessment, and implementation of learning outcomes at the course, program, and institutional level; coordinating the implementation of the college professional development plan; identifying, developing, and coordinating campus professional development efforts; and facilitating the instructional design and development of projects in support of online, hybrid, and other technology enhanced educational offerings. Public contact is extensive and

involves staff, faculty, and administrators at all levels within the college, other educational institutions, governmental, funding, and compliance agencies, students and the general public for the purpose of exchanging technical, public relations and other information. A high degree of independent judgment and creativity is required to select and analyze data in order to draw conclusions, make original recommendations, write reports, and to resolve a variety of minor and potentially major problems that occur. Consequences of errors in judgment can be costly in employee time, public relations and/or institution funding; however, administrative controls limit the risk of serious consequences. The Director of Professional Development and Innovation can supervise the work of clerical staff, student assistants, and other staff as assigned.

### ***E. Duties & Responsibilities***

The duties below are representative of the duties of the classification and are not intended to cover all of the duties performed by the incumbent of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related, or a logical assignment to this classification.

1. Facilitates and leads the development, promotion, assessment, and implementation of learning outcomes at the course, program, and institutional level
2. Provides faculty and staff with technical support for tracking learning outcomes
3. Works directly with programmers of curriculum and learning outcomes related software and platforms like CurricUNET, TracDat, and SPOL to resolve issues and request modifications to the college's version of the programs and acts as a point of contact for external vendor inquiries; provides one-on-one or small group training sessions, creates and updates procedural documentation, and serves as a resource to faculty and deans
4. Collaborates with faculty, staff, and administrators to monitor learning outcomes, professional development, and online education compliance with accreditation standards and other external compliance requirements
5. Develops, maintains, and promulgates records and documentation of learning outcomes efforts
6. Participates in District discussions about articulation with other learning management databases
7. Promotes a culture of assessment, especially the assessment of learning outcomes in support of the college's efforts to create and provide innovative programs and services to students
8. Coordinates the development, implementation, and assessment of campus professional development plan
9. Identifies, develops, and coordinates campus professional development efforts
10. Provides professional development resource materials to faculty, staff, and managers through a variety of FTF, cloud-based, and other innovative means
11. Coordinates, monitors, and approves professional development funding expenditures
12. Coordinates campus flex (Professional Development days calendared as part of District's Academic Calendar for professional development rather than for meeting with classes) activities in coordination with the District
13. Maintains a database of flex hours for faculty participation in flex activities
14. Develops and monitors systems to track staff development events and activities
15. Develops and conducts ongoing training and professional development opportunities for faculty in instructional design, strategies, and pedagogies for distance education
16. Researches emerging trends in professional and organizational development and leads efforts to implement trends at the college
17. Develops and conducts ongoing training and professional development opportunities for learning outcome assessment
18. Updates and revises procedures for learning outcomes, professional development, and online education as necessary
19. Facilitates the instructional design and development of projects in support of technology enhanced instructional offerings

20. Provides leadership in promoting effective online education pedagogies at the college
21. Leads campus efforts to align online education offerings with guidelines related to accreditation and other external standards
22. Researches emerging trends in instructional technologies, distance education initiatives, web-based course management technologies, products and services related to delivery of distance education
23. Composes correspondence, recommendations, and reports
24. Works collaboratively with faculty, staff, and students to ensure that current and future distance education activities meet student and community needs
25. Schedules, coordinates and monitors the work of other outside staff on special projects as assigned
26. Performs other duties as assigned

#### ***F. Requirements***

- Possession of a Master's degree or above from an accredited institution OR the equivalent
- Two years' experience (within the last four years) in one of the following fields: (1) in the management or administration of educational programs, community organizations, government programs, or private industry in which the applicant dealt predominantly with staff and organizational development, assessment, or technology based learning OR (2) as a community college professional development coordinator or learning outcomes coordinator OR (4) administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the responsibilities of the position were predominantly or exclusively related to staff and organizational development, or assessment
- Demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff

#### ***G. Physical/Other Requirements***

This classification requires the ability to operate a motor vehicle to travel to a variety of off-site locations; ability to exert 10 to 25 pounds of force to lift, carry, push, pull, or otherwise move objects weighing 35 pounds or less; manual dexterity sufficient for operation of office equipment, including keyboard, mouse, and phone; ability to hear and speak to communicate and provide information to others; and vision to read printed material and computer monitor in order to perform the essential functions.

#### ***H. Knowledge, Skills & Abilities***

1. Knowledge of applicable division, department, and certificate instructional student needs
2. Ability to organize and explain materials in ways appropriate to faculty and staff with different levels of preparation and who are diverse in their academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds
3. Excellent written and oral communication skills, including public speaking among diverse groups
4. Skill in short and long-range program planning, implementation, coordination and evaluation
5. Knowledge of philosophy and techniques of program assessment, including student learning outcomes
6. Skill in establishing and maintaining effective working relationships with administration, faculty, staff, students, and student workers
7. Skill in research, compiling, formatting, and analyzing a variety of data to prepare appropriate reports
8. Knowledge or skill in Microsoft Office suite, Banner, SARS Grid/Trak, eSARS, CurricUNET, TracDat, and the internet for data gathering and to produce correspondence, flyers, presentations, handouts, etc.
9. Ability to work effectively as part of a comprehensive team
10. Knowledge of current effective practices relating to professional development, learning outcomes, and online education

11. Skill in the management of a program budget in order to maximize resources from a variety of funding sources
12. Knowledge of specific subject matter used in distance education
13. Skill in performing research in designated subject matter areas

(1/2019)