

CCSF Basic Skills Initiative Basic Skills Coordinators

Rationale

One of the central principles articulated in the effective practices in “Basic Skills as a Foundation for Student success in California Community Colleges” (known as The Poppy Copy) is that “the developmental education program is centralized or highly coordinated” (A.3). The effective practices also emphasize the importance of ongoing program improvement and professional development. In addition, these practices repeatedly note that “the faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs” (C.2). The Steering Task Force for CCSF’s Basic Skills Initiative (BSI) identified the need to establish processes for “highly coordinating” our basic skills efforts as one of the highest priorities, based on a careful review of our current activities. Therefore, a central feature of this Implementation Plan is the development of an infrastructure to assure that CCSF’s BSI is ongoing, highly coordinated, and led by faculty.

The CCSF BSI Implementation Plan includes a broad array of projects based on the 26 effective practices articulated in the Poppy Copy. Many of these projects rely on a high level of coordination to insure their effectiveness and to promote an institutional commitment to developing instructional and student support programs and services that address the student holistically. Various past initiatives have clearly established that CCSF is committed to developing a “highly coordinated” approach (versus centralized). In spring 2006, the Academic Senate voted to “support the intent of the three recommendations of the Basic Skills Sub-Committee as proposed in ‘The Basic Skills Sub-Committee Recommendations to the Academic Policies Committee Collaborative for Teaching, Learning, and Student Success in Basic Skills, October/November 2005’” That proposal called for creating a coordinating body (called the “Collaborative for Teaching, Learning, and Student Success in Basic Skills” in the proposal) to guide the coordination and “an office for the Collaborative with one or more coordinators positioned appropriately in the institutional structure.”

The BSI Steering Task Force reviewed that proposal and called for the implementation of that proposal as a core aspect of building the CCSF infrastructure to support basic skills programs and services. The Steering Task Force recognized that the specific elements of the Basic Skills Sub-Committee recommendations would need to be reviewed through our current shared governance processes. However, the Task Force, and particularly the faculty who chaired the work groups, concluded that the coordinator position(s) were crucial to the success of CCSF’s basic skills initiatives. The Implementation Plan calls for 1 FTE faculty for these duties to be split 50/50 by a faculty member from instruction and a faculty member from student development. This co-coordination is intended to help build bridges between the two divisions of the College most directly involved in supporting student success. Initially, the coordinators will be responsible for carrying out and/or supporting the initiatives established in the Implementation. As the Basic Skills Ad Hoc Coordinating Committee (BSAHCC) takes responsibility for ongoing long term planning and project development, the coordinators would be responsible for implementing the BSAHCC’s activities, in consultation with appropriate departments, committees, and administrative offices.

Funding Stipulations

Positions depend on the availability of categorical funds. The positions will be hired by the Vice Chancellor of Academic Affairs, in consultation with the Basic Skills Ad Hoc Coordinating Committee.

Basic Skills Coordinators

Position: Coordinators: Basic Skills Initiative. Two 55-60% reassignment opportunities for full- or part-time faculty currently employed by City College of San Francisco -one faculty member from Student Development and one faculty member from Academic Affairs.

Example of Duties

- Provide leadership in the development, implementation and assessment of basic skills initiatives. Initially these duties will include the leadership and/or coordination of the major initiatives proposed in the BSI Implementation Plan.
- In collaboration with departments and the Office of Institutional Advancement, develop data that assess the effectiveness of basic skills programs and services in promoting established student outcomes as well as data on initiatives to address the across-the-curriculum needs of students in basic skills courses.
- In collaboration with departments and the Office of Institutional Advancement, develop data and other information that assess the extent to which the cohorts to be addressed by basic skills initiatives, the allocation of resources for the initiatives, and, most important, the assessment of the effectiveness of those initiatives support the goals of the College's "Student Equity Plan."
- Facilitate coordination and communication between English, ESL, Mathematics, and Transitional Studies and support services and non-basic skills programs and services to ensure effective promotion of student success students in basic skills courses across the college.
- Under the direction of the BSAHCC, develop proposals and implement initiatives that provide the financial and human resources needed to promote the success of students in basic skills courses.
- Develop links among basic skills programs and services, college success programs and services, and college level programs and services.
- Under the direction of the BSAHCC, develop plans for and implement initiatives that specifically address building collaborations among programs and services in student development and instruction.
- Develop an annual assessment of the needs of basic skills programs and services that provides the BSAHCC with the information necessary to advocate for those needs within the annual planning and budgeting processes.
- Work with the Office of Institutional Advancement to secure external funding to support basic skills initiatives.

- Work closely with deans, directors, department chairs, designated basic skills coordinators, classroom and student support faculty, the Institutional Advancement Office, and other relevant parties to assess the success of basic skills programs and services and to provide support for efforts to improve success outcomes.
- Monitor and advocate for student access to and success in basic skills courses, programs, and services.

Minimum Qualifications

This position will be an internal, faculty reassignment opportunity. Applicant must be a current full- or part-time faculty member at City College of San Francisco.

1. Three (3) years' experience as a classroom instructor, counselor, or support services faculty working with Basic Skills and/or pre-collegiate courses and/or students in Basic Skills and/or pre-collegiate courses.
2. Three (3) years' experience working with faculty, department chairs, classified staff and/or administrators on departmental, divisional, and/or institutional initiatives.

Desirable Qualifications

1. Five (5) years' experience as a classroom instructor, counselor, or support services faculty working with Basic Skills and/or pre-collegiate courses and/or students in Basic Skills and/or pre-collegiate courses.
2. Five (5) years' experience working with faculty, department chairs, classified staff and/or administrators on departmental, divisional, and/or institutional initiatives.
3. Experience creating courses, programs, or services that demonstrably promoted the success of students in Basic Skills courses.
4. Demonstrated ability to work collaboratively with faculty, department chairs, classified staff, and administrators.
5. Knowledge of the current research and literature of effective practices in basic skills in community colleges, four-year institutions and K-12 environments.
6. Demonstrated current knowledge of, strong interest in, and relevant experience working with issues of multiculturalism, diversity, and equity.
7. Knowledge of basic data collection and analysis related to student learning outcomes, retention, and success.
8. Demonstrated successful experience with a culturally diverse workforce providing leadership in organizational change.

9. Two (2) years experience coordinating programs and services.
10. Demonstrated ability to communicate complex facts and ideas both in writing and in group presentations.

Load/Salary: Full-time faculty will receive the 55-60% of their load reassigned for this responsibility. Part-time faculty will be paid the equivalent of a 55-60% load at the non-instructional rate. Please note: These duties qualify as ancillary activities for part-time faculty and the load does *not* count into the calculations of the load maximum for part-time instruction.

Application Procedure:

Applicants must submit the following materials which must be received by May 4, 2009 on or before the application deadline:

1. A letter expressing interest in the assignment indicating specifically how the applicant fulfills as many as possible of the desirable qualifications. The letter should also address the applicant's background and skills in the areas stated in the "Examples of Duties";
2. A current resume summarizing educational background, teaching experience, and related work experience;
3. Two (2) current letters of professional recommendation written within the last three years of the date of application, and specific to this type of position (letters must be signed and dated to be considered valid);
4. Diversity Statement: Discuss how your background and expertise addresses the needs of culturally and academically diverse learners. Please also list classes or professional development activities you have participated in that directly relate to working with diverse student populations. Separate from your letter of interest, submit a clear and concise response using no more than one page.

Hiring Process

The Academic Senate will announce the BSI Coordinators openings. The Basic Skills Ad Hoc Coordinating Committee will create a hiring committee for the BSI Coordinators with 4-5 participating faculty members, who have expertise appropriate to hiring these positions. The hiring process will be in accordance with the Faculty Hiring Document.

Recommendations (one or more) for hiring will be made to the Vice Chancellor of Academic Affairs, who will make the final decision.

Reporting Process

The Academic Senate intends that these reassignment positions are selected by faculty and that they work closely with the members of the Basic Skills Ad Hoc Coordinating Committee.

For the purposes of personnel and human resources clarity, the Basic Skills Coordinators will be supervised by one of the administrators on the Basic Skills Ad Hoc Coordinating Committee. That administrator will sign off on paper work and be charged with the responsibility for other personnel related process work. Work priorities and evaluation would be completed in consultation with the rest of the Basic Skills Ad Hoc Coordinating Committee.