

Request to Upgrade the Word Processor Position to a Faculty Resource Specialist

On two separate occasions, a PFE proposal to upgrade the Word Processor position to a Faculty Resource Specialist position was approved by CPC. The cost of this proposal is \$4,839. Dr. MacDougall did not support the recommendation from CPC in that it involved a reclassification of an existing position that was not part of an approved major reorganization.

Several weeks ago, CPC approved the criteria developed by members of the Cabinet for reclassifying positions. When I shared the criteria with Mark Ferrer, the Director of the FRC, he reminded me that the proposal for establishing the FRC called for a change in responsibilities for the Word Processor position from word processing to providing more sophisticated technical support for faculty in developing instructional media for their courses. The Academic Senate didn't approve the proposed change in assignment for the Word Processor position on the grounds that there was still a need to provide faculty with support for word processing. As a result, the reorganization that resulted in the establishment of the FRC did not include the proposed changes in the responsibilities for the Word Processor position.

As projected in the original FRC reorganization, the demand for word processing support was replaced by a need for technical assistance to help faculty prepare instructional media for their classroom-based and online courses. The Academic Senate has subsequently realized that eliminating the Word Processor position was necessary when creating the FRC.

Since the proposed change in assignment for the Word Processor position is consistent to what was proposed in the initial proposal for the establishment of the FRC, I recommend that the proposed reclassification of this position to a Faculty Resource Specialist be approved. The reclassification of this position was part of a major reorganization and it involves significant changes in job responsibilities. HRLA has concluded that in order to perform the responsibilities requested, the Word Processor position would need to be upgraded to a Faculty Resource Specialist position. The funds to pay for this reclassification will come from the existing FRC budget. A copy of the page from the original proposal to establish the FRC and a copy of the most recent PFE proposal pertaining to the reclassification of the Word Processor position are attached.

plan will draw upon the resources of the Director of Educational Technology for technical assistance and research support and the Media Services Supervisor for assistance in providing training and assistance in the use of and design of multimedia equipment and instructional materials. The FRC Director will be responsible for ensuring that the plan developed to respond to the needs expressed by the faculty is effectively implemented.

The FRC Director will work closely with other members of the FRC staff on collaborative projects. He or she will participate with the Director of Educational Technology and the Media Services Supervisor in the governance of the FRC and will chair the proposed Instructional Technology Committee. The FRC Director will be the FRC liaison to the Academic Senate. The FRC Director and George Gregg will report as a team to the Vice President, Academic Affairs.

Word Processing Center Staff. The Word Processing staff will report to George Gregg. A plan will be developed to transition the Word Processing Center staff from performing traditional word processing tasks such as copy-typing from hand-written text to more sophisticated instructional support services such as scanning information into documents, developing graphics for use in instructional materials, and preparing material for use in multimedia presentations. The FRC Director will work closely with George Gregg in developing a training program for the staff in the Word Processing Center.

Staff in the Learning Resources Center and in the Instructional Computer Labs. The FRC Director will be responsible for developing a plan for providing faculty and instructional support staff in the LRC and in the instructional computer labs with the training needed to take full advantage of the equipment and software available in the instructional support facilities. The instructional support staff will also be provided with training needed to assist faculty in using presentation software, multimedia courseware, and instructional equipment.

Student Interns. It is anticipated that students from the following instructional departments and programs will serve as interns in the FRC: Computer Science, Computer Information Systems, Drafting/CAD, Electronics/Computer Technology and the proposed interdisciplinary Interactive Multimedia Design major. The interns will each have had training in their respective majors in the application and support of software programs used in the production of multimedia and classroom presentation materials. Students in the Electronics/Computer Technology Department will have had training in the repair and maintenance of computer and media equipment. It is expected that these student interns will work with FRC staff on projects designed to provide faculty with assistance in developing computer-generated instructional materials. The Director of Educational Technology will be responsible for administering the FRC Student Intern Program. The FRC Director will be responsible for developing a plan for training the interns in techniques needed to assist faculty and staff with their instructional technology projects.

Coordination Among FRC Staff. The following is an example of how the coordination among FRC staff will take place. The FRC Director will identify training needs and instructional technology-based projects that faculty and departments are interested in pursuing.

FACULTY RESOURCE CENTER

2001-2002 RESUBMITTED REQUEST FOR PARTNERSHIP FOR EXCELLENCE FUNDS

This document requests resources to achieve the Goals and Objectives in the College Plan for 1999-2002

1. Department submitting the request:

Faculty Resource Center

2. Goal and Objectives addressed by this proposal:

Goal 5... Utilize alternative methods of delivering instruction to increase students' access to and successful completion of courses and programs needed to achieve their educational objectives.

Objective 21. Identify the best methods for the design, developments and deployments of technology-mediated instruction that increases students' access, learning and success in their courses in a cost-effective manner.

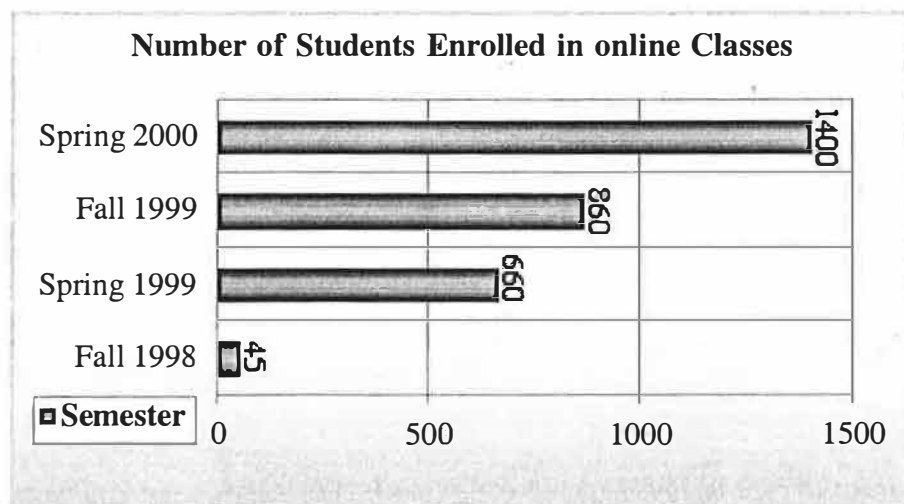
Objective 22. Enroll by 2001 a minimum of 20% per year of all credit students in courses offered in alternative instructional formats.

Objective 23. Achieve successful course completion rates for courses offered in alternative delivery formats that are at least comparable to those obtained in more traditional instructional modes.

3. Brief description of the strategy proposed to help achieve the goal and its objectives:

As the FRC's work is central to the College's TMI efforts and helps the institution realize the objectives of Goal 5 in the 1999-2002 Master Plan, this request for increased staff fits the criteria for Partnership for Excellence funding.

THE PROBLEM: Over the past 2 years the demands made on the Faculty Resource Center have skyrocketed. The exponential growth of the "Online College" has had the greatest impact. In the last 17 months SBCC has gone from 3 online courses to 49, 41 of which were planned, made, and posted with the help of Faculty Resource Center staff. The Faculty Resource Center's contribution is and will remain integral to the successful design, development, and deployment of these online courses. The increase in numbers of students served online is remarkable: 45 in Fall, 1998, 660 in Spring, 860 this Fall, and 1400 this Spring, 2000. That represents a 31 fold increase, **3,100% growth over 17 months.**



Regrettably the Faculty Resource Center is not staffed to handle this volume of work. We need to make significant changes if we are to continue to make significant contributions. **Our request at this point is modest, however. We are asking for \$4,839 in Partnership funds;** with that amount we will better meet current demand.

THE PROPOSED SOLUTION:

The Faculty Resource Center is requesting funding to upgrade one current position:

- to upgrade an existing full-time position from Word Processor to **Faculty Resource Specialist**

Faculty Resource Specialist

To meet its goal of providing individual assistance to faculty wanting to incorporate instructional technology into their courses, the Faculty Resource Center has relied for the past three years on our Word Processor to work above and beyond her originally defined responsibilities. She is finally unable to continue doing so as her job description cannot be stretched any further to permit it.

Upgrading the FRC Word Processing position to a higher level will allow us to assign the person in this position greater responsibilities so that she can refocus and direct more effort to supporting faculty using TMI.

As a Faculty Resource Specialist she will (but cannot in her current position):

- **provide one-on-one and small group training for PowerPoint, Word, & Photoshop**
- **handle entry level training during longer workshops**
- **provide Web authoring services using PageMill and Dreamweaver**
- **do basic digital editing.**
- **digitize slides**
- **scan images**

60% of this staff member's time will still involve word processing, but as demand lessens on that front, as it has been steadily over the past 3 years, this change will allow us to **increase training and multimedia support activities**. This assignment of duties is not possible within her current job description. The range of support activities and the level of skill required are higher than those specified for the current position. The pay will increase to match the broader responsibilities of the new position: Thus our request for added funding.

Current Cost of Position		Cost for permanent Change next year 1999-2000	
Word Processor		Faculty Resource Specialist	
\$2,498/Mo. X 12 = \$29,975 + Benefits of \$1,948 (6.5%) & other payroll costs of \$2,848 (9.5%), for a total of \$34,771		\$2,847/Mo. X 12 = \$34,164 + Benefits of \$2,200 (6.5%) & other payroll costs of \$3,445 (9.5%), for a total of \$39,610	
		Leaving \$4,839 needed to cover the gap	
		Totals needed \$4,839	

Conclusion Under-staffed we cannot meet the support needs of a growing number of teachers wanting to incorporate instructional technology into their classes. Partnership funding will allow us to make the necessary staffing changes outlined above. They will allow us to fulfill our mission and help the college meet the Master Plan Objectives of Goal 5:

To employ TMI to increase student access, success, and retention

To increase by 2001 the number of students enrolled in courses offering alternative formats

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

CLASS TITLE: PRODUCTION SPECIALIST - NEW MEDIA

BASIC FUNCTION:

Under the direction of the Instructional Technology Coordinator, provide a wide range of specialized technical assistance to the faculty in the production of new media, including digital video, CD-ROM, and interactive multimedia; participate in multimedia development projects in the Faculty Resource Center; capture, edit, and print video information, both analog and digital; retain current on new media techniques.

REPRESENTATIVE DUTIES

Participate as a member of project teams on instructional multimedia development projects; capture and edit video information and output on a variety of media; provide training to faculty in the use of software for video editing; plan, schedule, and direct video production activities in the FRC and on location.

Write scripts and design storyboards for instructional video projects; advise faculty on the technical requirements of proposed video production projects

Design and fabricate special video systems for production, editing and remote video capturing functions; set up and prepare studio and video control room for production.

Performs internet searches for royalty-free video material appropriate for FRC projects.

Keeps abreast of digital video capturing and editing techniques by attending seminars, workshops, and reading publications.

Serve as a resource to the College as a video conferencing specialist.

Perform related duties, as assigned.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF

Techniques and methods of directing production of video productions.

Methods, equipment and materials used in the technical operation of video and multimedia production facilities.

Computerized video editing and capturing hardware and software.

District process controlling the requisition, receipt, recording and control of equipment and supplies.

Office methods and equipment, including record keeping and filing.

Interpersonal skills using tact, patience and courtesy.

ABILITY TO

Operate a variety of video capturing and editing equipment.

Set up and prepare studio facilities for production.

Remain current on related multimedia techniques and equipment.

Assist in providing training and technical assistance to faculty members and instructional support staff in the use and operation of multimedia equipment.
Meet schedules and timelines.
Maintain records.
Communicate effectively both orally and in writing.
Work semi-independently under general supervision.
Monitor and control inventory and stocks of supplies and consumables.
Establish and maintain cooperative and effective working relationships with others.
Lift objects weighing up to 50 pounds.
Relate to and understand diverse academic, socio-economic, cultural, disability, and ethnic backgrounds of community college students.

EDUCATION AND EXPERIENCE

Any combination equivalent to completion of two years of course work with an emphasis in video production or related field and two years experience in video production, with at least one year in a community college or university environment.

Proposed Vision Statement: Committed to the Success of Each Student

Criteria

- Describes future position of the organization-aspirational
- Powerful
- Summarized in one memorable or motivating sentence
- Does it answer the question why?
- Does it make you excited about work
or
- Do my eyelids feel heavy?

Why initiatives fail

- Organization did not walk the talk
- Goals were unrealistic
- Insufficient resources allocated to support the plan
- After intro, it was back to business as usual

**Proposed Format for Writing Section V of the Self Study – SBCC’s
Approach to Defining and Achieving a Model Community College**

Model Community College Drivers and Processes (Means)	College Plan 2002-05 Outcomes (Ends)
- Technology - Regionalization/Globalization - Collaboration - Flexibility/Adaptability to Change - Societal/Community Changes - Learner Needs/Expectations - Knowledge Management - Accountability/Regulations - Employee Development	<i>Student Outreach and Responsiveness to the Community</i>
	Goals 1-4, Objectives 1-16
	<i>Student Learning and Achievement</i>
	Goals 5 – 6, Objectives 17- 33
	<i>Governance and Management</i>
	Goal 7, Objectives 34 - 35
	<i>Technology</i>
	Goals 8 –10, Objectives 36 - 42
	<i>Facilities</i>
	Goal 11, Objectives 43 - 47
	<i>Fiscal Support</i>
	Goal 12, Objectives 48 - 50
	<i>Human Resources</i>
	Goals 13 – 14, Objectives 51 - 60