

BACK TO THE FUTURE

Meeting MPC's Technology Needs June 2012

Introduction

Over the last several months, MPC has engaged in a series of conversations about the college's technology needs. Due to a number of technological and curriculum changes, the technology needs have changed requiring a re-examination of our current resources and organization. Recently, the Dean of Technology announced her retirement in August adding further urgency to this discussion. Despite this series of conversations, a consensus on how to address these issues has not developed. Given the need to be prepared to appropriately support our technology needs in Fall 2012, I have developed a proposal to meet MPC's technology needs.

Back to the Future

Sometimes we need to step back and re-examine where we have been in order to determine where we should go. I feel our current technology situation requires this re-examination. In the early 2000s, MPC received a Title III grant which funded a new function and administrative position, the Associate Dean, Instructional Technology and Development. This position reported to Academic Affairs. This position had responsibility for the vision and leadership of the Center for Instructional Development; coordinated and implemented training for faculty and staff in applications of technology in instructional and service programs; facilitated the use of technology for the presentation of curriculum through distance education, web-based instruction, and internet activities within the classroom; and worked cooperatively with the Director of Information Systems.

Overall, this structure was considered quite successful, but institutional conditions changed causing shifts in administrative assignments. In 2006, the Director of Information Systems passed away leaving a leadership void in that area. In response, this position was changed to become the Dean of Technology with responsibility for the duties above plus oversight of Information Systems. In addition to this organizational change, several other technology-related influences impacted the college. The scope of distance education has expanded dramatically requiring greater support. The use of web-based instruction and other technology in the classroom has become common place in face-to-face classes in all disciplines. The expectations of our students and the public regarding technological access have grown tremendously. All these factors have occurred during a time when the growing responsibilities of the original Associate Dean position have negatively impacted the amount of time and resources to address them.

Other factors have influenced the Information Systems department. During this time, the college has continued an aggressive construction schedule requiring significant attention from our technical staff. We have replaced aging networks with new servers. We have shifted to a new student information system. And, we have experienced a significant increase in accountability reports requiring data analysis. All these factors have taken a great deal of focus.

The end result is that the demands for service have increased in all areas while the resources to address them have diminished. Many faculty members feel that instructional technology support is inadequate for the current demands. Overall, faith in our current staffing structure has eroded.

Proposal

Based on analysis of these factors, I no longer believe that our current structure can adequately support our growing technology needs. Throughout the spring term, discussion of these challenges has continued, and I had hoped that a clear consensus on how to proceed would have resulted from our governance process. However, that did not occur, and the challenges have continued. In the meantime, distance education has become an increasingly important part of our overall FTES generation, now accounting for over 7% of the total and increasing at an annual rate of 1%. Our distance education courses are often the first to fill each term, and Academic Affairs is concerned that the current structure is not capable of sustaining this growth. Therefore, I recommend that we return to the original staffing structure implemented during the Title III grant: an Associate Dean reporting to Academic Affairs specifically responsible for instructional technology and distance education and a Director of Information Systems reporting to Administrative Services responsible for institutional computing. The core job descriptions for these positions already exist. Though we need to update them to reflect current language and situations, these are essentially replacement positions.

The funding for these positions will be derived through the reallocation of existing resources currently funding the Dean of Technology position and unallocated resources available through elimination of other management positions earlier this academic year. The amount required from the management savings is approximately \$100,000 - \$125,000, which does not exhaust those savings.

I remind you that when the management reorganization in Facilities was presented to College Council earlier in the year, the district clearly indicated the intention to use salary savings to address institutional needs. This proposal addresses one of our most pressing institutional needs.

Timing

In order to be prepared to address the college's technology needs during Fall 2012, I propose that this recommendation be taken to the Governing Board at the June 27, 2012 meeting and searches begin immediately thereafter. When the faculty returns in August, selection committees can be formed per our regular governance process and screening can begin right away. It is possible that hiring recommendations can be considered by the Board in September or early October.

However, if we wait until fall to initiate this process, we are accepting that our current challenged technology support and limited support for distance education will continue into the spring 2013 term. I believe that option is unacceptable. I invite College Council's recommendation on how to proceed.

PHYSICAL EFFORT/WORK ENVIRONMENT

Primarily an indoor working environment. Moderate physical effort. May require stooping, bending, kneeling, periodic lifting, (up to 40 pounds), crawling and walking. Requires dexterity to wire computers, peripherals, and make minor repairs to equipment.

CONDITIONS OF EMPLOYMENT

Employment with Monterey Peninsula College is not complete or official until candidates meet all pre-employment requirements. Offers of employment are contingent upon Governing Board approval. All new staff are required to submit proof of freedom from tuberculosis and proof of eligibility to work in the United States. Employees must sign Oath or Affirmation of Allegiance and submit fingerprints for California Department of Justice clearance.

APPLICATION PROCEDURES

Direct all inquiries regarding this position & submit the required application materials to:

Ms. Signe Thorsen, Director
Human Resources/Affirmative Action
Monterey Peninsula College
980 Fremont St. Monterey, CA 93940-4799
Telephone: (831) 646-4016,
Text Teletype: (831) 645-1319, Fax: (831) 646-3012
Internet: tcannon@mpc.ca.us

To ensure consideration, applicants must return required application materials by the priority screening deadline of **Friday, October 6, 2000 (applications available on our website www.mpc.edu)**. Applications received after the priority screening deadline will be reviewed at the discretion of the District. Mailed applications are preferred. Faxed applications will be accepted in emergencies only. Applicants chosen for interview may be required to take a job-related skills test.

Required application materials:

1. Completed District application
2. Supplemental Questionnaire
3. Resume
4. Letter of Intent/Cover letter referring to Desirable Qualifications
5. Copies of transcripts or list of pertinent course work and grades.

Applicants who are protected under the Americans with Disabilities Act & who, due to a disability, require accommodations for completing the application process, testing (if required for the position), or the interview, should notify the Human Resources/Affirmative Action office at least ten (10) working days before an accommodation is needed.

The Monterey Peninsula

A wonderful place to live & a great place to work.....

The Monterey Peninsula, situated on the central coast of California, approximately 120 miles south of San Francisco, boasts a moderate climate and a great deal of geographical diversity. The exotic coastal waters of the Monterey Bay support one of the largest commercial fishing fleets on the Pacific Coast and the awe-inspiring Monterey Bay Aquarium. Miles of beautiful beaches, spectacular mountain ranges rising abruptly from the ocean, groves of redwoods, low-rolling foothills covered with oak and chaparral, and scenic valleys are characteristics which contribute to the high quality of life enjoyed by the residents and tourists who visit the area year-round.

Monterey Peninsula College celebrated its 50th anniversary in 1998. The campus of MPC is located on 98 acres of prime land within the city of Monterey, in a wooded setting overlooking Monterey Bay. The campus prides itself on an excellent faculty and staff who are committed to maintaining a friendly, student-oriented atmosphere and a curriculum, which stresses excellence and inclusiveness. MPC has an annual enrollment of approximately 8,100 FTES.

Student demographic statistics for Fall 1999 were:

Native American -	0.8%
Asian/Pacific Islander -	7.9%
African American -	4.2%
Caucasian -	59.4%
Hispanic/Latino -	9.2%
Filipino -	2.5%
Other or Unknown -	16.0%

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Monterey Peninsula College

EMPLOYMENT OPPORTUNITY

Associate Dean Instructional Technology and Development

\$6,620 - \$7,596 Monthly
1999 - 2000 Salary Schedule
(Plus Benefits)



Old version

Monterey Peninsula College believes in a close relationship among students, faculty, staff and community. The District is strongly committed to achieving staff diversity and has made a commitment to the principles of affirmative action. The District encourages a diverse pool of applicants and does not discriminate on the basis of race, color, national origin, ancestry, sex, age, religion, marital status, disability, or sexual orientation in any of its policies, practices, or procedures. In fact, the college encourages applications from all qualified applicants.

POSITION SUMMARY

Reporting to the Dean of Instruction, Occupational and Economic Development, the Associate Dean of Instructional Technology and Development provides vision and leadership for the College's Center for Instructional Development; coordinates and implements training for faculty and staff in existing and future applications of technology in instructional programs. Directs and manages instructional support services for classroom-based technology, including the College's computer labs.

DUTIES AND RESPONSIBILITIES

- Design and provide instruction and training for faculty and staff in the use of various forms of technology in the classroom and for curriculum development.
- Serve as a resource to faculty and staff in the development of curriculum using technology.
- Manage the College's Center for Instructional Development.
- Trouble-shoot problems related to the use of technology in curriculum development and application.
- Assist in evaluating the effectiveness of hardware, software, and multimedia equipment.
- Provide leadership for the College's technology-based labs, classrooms, and staff.
- Work cooperatively with the Director of Information Systems on a wide range of technology integration issues, as well as in the development of the college technology plan.
- Provide instruction and training for computer lab technicians and other technology support staff.
- Provide leadership and direction in the use of new technologies for the presentation of curriculum to students including, but not

limited to, distance education, multimedia, video-conferencing, web-based instruction, and Internet activities within the classroom.

- Co-chair the College's Technology Committee with the Director of Information Technology and facilitate discussions throughout the college concerning instructional technology development, implementation and advancements.
- Coordinate and develop relationships with other institutions to obtain external professional expertise and establish relationships to further expand the College's instructional technology base.
- Assist and work collaboratively with the College's Public Information/Marketing Office in the marketing and promotion of technology-enhanced curriculum.
- Provide leadership for all staff development activities to assure the realization of the long-term institutional goal to acquire and maintain state-of-the-art technology and equipment and to provide maximal support to our students, faculty and staff.
- Work with categorical programs that support the use of technology in the classroom.
- Participate on other committees, as assigned, including Title III committees, Academic Affairs Advisory group, etc.
- Develop, analyze, prepare, and administer annual budgets in assigned areas.
- Oversee hiring, training, and supervision of personnel in assigned areas.

MINIMUM QUALIFICATIONS

- Master's Degree or the equivalent.
- One year of administrative experience, formal training, internship, or leadership in an area related to this administrative assignment.

- Understanding of, sensitivity to, and respect for the diverse academic, socioeconomic, ethnic, cultural, disability, and religious backgrounds, and sexual orientation of community college faculty, staff and students.

DESIRABLE QUALIFICATIONS

- ❖ Experience in training faculty and staff in the incorporation of technology in the classroom.
- ❖ Experience in distance learning, including program management, implementation, and delivery; and familiarity with current and emerging technologies in an educational environment.
- ❖ Experience in program and curriculum development.
- ❖ Experience in developing, managing and administering complex budgets, and in the management, supervision and evaluation of staff.
- ❖ Demonstrated effective written and oral communication skills; strong interpersonal skills.
- ❖ Commitment to learner-centered education within the community college environment.

ANTICIPATED COMPENSATION:

\$6,620-\$7,596 (1999-2000 Salary Schedule), based on education and experience. In addition to salary, the incumbent who holds an earned doctorate from an accredited institution will receive a \$170.00 monthly doctoral bonus. The District provides an excellent fringe benefit package, including paid medical and dental coverage for employees and dependents, and vision plan, life insurance and long-term disability benefits for the employee only. Retirement plan provided through the State Teachers Retirement System (STRS).