HARTNELL COLLEGE

SPECIAL ASSIGNMENT POSITION DESCRIPTION
CTE Shortened-Term Instruction Faculty Leader

DESCRIPTION OF PROJECT, WORK, AND/OR SERVICE REQUESTED:

- The *Faculty on Special Assignment (FOSA): CTE Shortened-Term Instruction Faculty Leader* serves as a campus faculty leader on shortened-term instruction under the RISE (SIP grant). This is a faculty-peer role; formal instructional design training is not expected. The faculty member will also maintain regular office hours to provide consultation and instructional design support to CTE faculty. This positions works with**:** Instructional Design Faculty Liaison, Professional Learning Chair, Instructional Designer (Staff), Distance Education (DE) Coordinators, CTE deans and faculty, Learning and Innovation Technologists, and RISE Project Director.

REPORTS TO VICE PRESIDENT OF INSTRUCTION (OR DESIGNEE)

DUTIES AND RESPONSIBILITIES: Supports grant evaluation: tracks participation, completion, and course-level outcomes; contributes to required SIP reports with the Office of Strategic Initiatives.

- Serve as the campus expert and primary resource on shortened-term instruction (pedagogy, pacing, workload, assessment, student support), guiding faculty individually and in small groups.
- Designs a comprehensive, cohort-based Course Redesign Institute (CRI) in partnership with the Professional Development Center, covering:
    - Pedagogical frameworks for compressed terms
    - Course redesign, backward design, and outcome alignment
    - Career advising integration
    - Work-based learning in course design
- Lead early outreach to CTE faculty, deans, and staff. Pilot the CRI with five participants in Year One, then serve 10 per year in Years Two through Five (40+ completers).
- Coach CRI participants, develop guides, exemplars, and model syllabi, and offer open workshops on shortened-term design.
- Prepare the CRI to become a standing Professional Learning Center (PLC) offering after Year Five.
- Attend conferences and site visits on shortened-term models and share findings.
- Participate in Project RISE meetings and support grant evaluation: track participation, completion, and course-level outcomes; contribute to required SIP reports; and document time and effort for the grant-funded half.
- Advises Academic Affairs on faculty readiness, professional development needs, and lessons learned as Hartnell scales shortened terms.
- Other duties as assigned in support of the grant work.

DELIVERABLES EXPECTED:

- Designs the Course Redesign Institute (CRI) with the PLC, including early outreach to CTE faculty.
- Offers workshops or open sessions on shortened-term design for faculty across the College.
- Tracks participation and completion toward the Year 1 pilot of five faculty and staff, then 10 per year in Year 2 through 5.
- Prepares the handoff of the Institute to the PLC as a standing professional development offering that continues after year 5.

QUALIFICATIONS AND KNOWLEDGE:

Minimum:

- Current full-time Hartnell College faculty member (tenured or tenure-track)
- At least three years of community college teaching experience

- Experience designing or redesigning courses using instructional design principles
- Experience leading or facilitating professional development for colleagues
- Sensitivity to the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students, faculty, and staff

Desirable:

- Master's degree or coursework in instructional design, educational technology, curriculum and instruction, or a related field
- Experience designing courses in shortened, accelerated, online, or hybrid formats, ideally in CTE
- Experience designing a cohort-based or multi-session faculty institute
- Experience coaching colleagues; ongoing professional development in course design and UDL
- Training or certification in instructional design, Universal Design for Learning (UDL), or online teaching (e.g., @ONE, CVC-OEI peer review, Quality Matters), or related master's coursework
- Familiarity with Canvas, RSI, and accessibility requirements (ADA, Section 508)
- Experience with grant-funded projects, including reporting; bilingual (English/Spanish)

TERMS OF APPOINTMENT:

- 50% reassigned time for the Spring 2027 and Fall 2027 semesters, retaining current salary placement and benefits.
- Time commitment is expected to be about 19 hours per week.
- If the assignment includes work during the summer – stipend, summer work, or overload terms follow the Faculty Association agreement.
- Renewal depends on funding, program needs, and a satisfactory annual review. The RISE grant intends to fund this position 25-50% annually for the remaining four years.
- Monthly time and effort reports are required to be submitted to and discussed with supervisor.

APPLICATION PROCESS:

- Submit the following: 1) letter of interest addressing your course design, professional development, UDL, shortened-term or CTE experience (maximum two pages), 2) a current CV or resume, and 3) endorsement or acknowledgement from your dean.
- Submit to HR **by email only to hr@hartnell.edu.**
- Deadline for submission is 5:00pm on Monday, December 7, 2026.
- Selection of successful candidate(s) will be determined by a committee comprised of appropriate administrators and the Academic Senate president or designee.

Note to Applicants: Concurrent Special Assignments

Hartnell College is posting two Faculty on Special Assignment positions at the same time: 1) CTE Shortened-Term Instruction Faculty Leader and 2) Instructional Design Faculty Liaison. Each one carries 50% reassigned time for one academic year. The College plans to continue both assignments beyond the first year, subject to annual review and continued funding.

Faculty are welcome to apply for one or both positions. The two assignments can be held by different faculty members, or they can be combined into a single 100% reassignment for one candidate whose interests and experience fit both roles. The College will decide on the best arrangement after reviewing all applicants.

Each position requires its own application. Faculty applying for both must submit a separate letter of interest for each, addressing that assignment's specific duties and qualifications. One combined letter will not be considered for both positions. Each application is reviewed on its own merits, and applying for both does not disadvantage a candidate for either one.