Current or Proposed Position Name: <mark>Dual Enrollment Faculty Coordinator + HIST Implementation Pilot OUT OF CYCLE: STARTING SPRING 2023</mark>

Author(s): <mark>VPI and Academic Senate</mark>

Is this a campus-wide or program/department position? Program/Department position
If you're not sure how to answer this question, please refer to the IPC Past & Present Positions website (https://www.canadacollege.edu/ipc/reassignment-archive.php).
- Campus-Wide Position
- <mark>Program/Department Position</mark>

Is this a New, Renewal, or Revised Application?
A New Reassignment Application is for a position that has never been funded by the College before. A Renewal Application is for a position that has been previously funded by the College. A Revision to Existing Position Application can be used to revise a currently held position that is not currently up for renewal.
- New Reassignment Application
- Renewal Application
- Revision to Existing Position Application

        If this is a Renewal Application, Are you requesting more or less reassign time than in the past?
- Yes
- <mark>No</mark>
Explain why more or less reassigned time is being requested.

        If this is a Revision to an Existing Position, What revisions do you need to request for your current position?

Please report the amount of FTE you are requesting for each term and calculate the total annual FTE. Calculations: 0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester. Each additional unit (0.067 FTE) represents an additional 2.5 hrs/week.
- Fall (FTE): 0.2 for dual enrollment coordinator, 0.2 for faculty pilot
- Spring (FTE): 0.2 for dual enrollment coordinator, 0.2 for faculty pilot
- Total Annual (FTE): 0.8

How many semesters of reassigned time are being requested?
Please note, the majority of reassignment positions are filled for two year, or four semester terms. But if you need reassign time for a different amount of time, please select that below.
- 1
- 2 (1 year)
- 3
- <mark>4 (2 years - Most Common)</mark>
- 5
- 6 (3 years)
- 7
- 8 (4 years)

Position Responsibilities
- We recommend writing your duties list in a simple bulleted list. To do this in this form, use dashes as bullets, and hit enter to space each list item.
- Next to each duty or responsibility include an amount of reassignment time that will be used for that item. This can be done based on weekly hours, semester hours or a percentage of total time.
- Please refer to the list of D1 duties (https://www.canadacollege.edu/ipc/docs/Appendix_D1.pdf) and make sure that the duties of this position do not overlap with any D1 duties.
- If you're submitting a RENEWAL application, please note that you can reference past applications (https://canadacollege.edu/ipc/reassignment-archive.php) for your position and copy and paste that duties list to revise here.

Example Duties List - College-Wide Position
- Promoting a culture of instructional assessment campus-wide by:
  - Helping faculty find meaningful results through the effective design and analysis of assessment methods; and
  - Offering assistance and training to individuals and departments; and
  - Serving as a voting member of IPC; and
  - Attending and participating in meetings supporting program review (e.g., PBC Program Review Work Group).
  - [Approximately 50% of time allocation[
- Facilitating and managing local assessment cycle by:
  - Communicating with faculty regularly regarding their assessment plans; and
  - Facilitating the implementation of the local assessment cycle college-wide; and
  - Managing the assessment cycle process and all materials required; and
  - Eliciting feedback and propose changes to cycle.
  - [Approximately 30% of time allocation]
- Providing the college with assessment expertise by:
  - Attending workshops and conferences on assessment best practices and accreditation-related topics; and
  - Attending division and/or department meetings; and
  - Sharing this expertise via Flex Day, workshops, and the like;.
  - [Approximately 10% of time allocation]
- Collaborating with Accreditation Liaison Officer and designated work groups/taskforces related to assessment to:
  - Contribute to accreditation reports; and
  - Ensure assessment work aligns and complies with ACCJC standards and processes.
  - [Approximately 10% of time allocation]

Example Duties List - Program/Department-Wide Position
- Cañada's current ESL department work around AB705 implementation for ESL:
- Align ESL courses with ESL Pathway as it relates to the AB705 mandates
  - Create an ESL Pathway that gives the students the tools to succeed and continue pursuing certificates and degrees.
  - Review and update ESL Course Outlines and curriculum to make sure that off campus-beginning classes transition to on-campus advanced ESL.

- - ○ Work with English Department to connect our Pathway.
    - ○ [Approximately 30% of time allocation]
  - Collaborate with other departments to ensure students are succeeding.
    - ○ [Approximately 5% of time allocation]
  - UC/ CSU GE (Humanities Area) transferability for ESL 400 (although still not TLC)
  - Disseminate and share information with ESL Department and Cañada College and the various departments that will be involved in the implementation of this mandate
    - ○ [Approximately 20% of time allocation]
  - District meetings with Vice Chancellor Aaron McVean to discuss action plan
  - Biweekly meetings with ESL faculty at CSM and Skyline
    - ○ [Approximately 20% of time allocation]
  - Additional work for Spring 2020:
    - ○ [Approximately 25% of time allocation]
  - Continued work on placement of students using multiple measures or other approved placement methods (without high school transcripts, which are rarely available for our students; all 3 ESL departments are advocating for a placement test)
  - Regular meetings with PRIE to inform gathering student info and data
  - Coding ESL courses (CB21 coding)
  - Aligning CB21 coding with adult schools
  - Creating an action plan
  - Collaboration across campus to implement new procedures and policies for Fall 2020

Guided by the format of the examples above, please provide a comprehensive list of all duties or responsibilities of this position.

Position 1 - Dual Enrollment Coordinator - Instruction Occuring at High Schools
  - Collect feedback on current instructional needs in dual enrollment programs
    - ○ Possible activities can include surveying past and current dual enrollment faculty, conferring with Skyline and CSM dual enrollment programs, reviewing past feedback that has been shared, such as through Academic Senates.
  - Collect feedback on best teaching and learning practices
    - ○ Possible activities can include review of how current programs compare to existing recommended practices, surveying past and current dual enrollment faculty, comparing faculty feedback to existing Dual Enrollment Handbook
  - Develop Dual Enrollment instructional best practices for inclusion into the Dual Enrollment Handbook of the processes and steps for successful participation and teaching in the Dual Enrollment Program.
    - ○ Identify how various non-instructional logistical factors at different high schools could impact teaching
    - ○ Identify specific issues and recommendations related to academic disability accomodations and how these are processed at each high school
  - Share with dual enrollment faculty the learning and successful strategies for teaching in the program.
  - Work collaboratively with dual enrollment program director and program services coordinator.

- Participate in campus activities (i.e. Flex Days or other professional development activities). Share information about Dual Enrollment at, for example, academic senate, IPC, and/or other participatory governance bodies; participate in organized faculty teaching and learning professional development activities to promote faculty development and engagement.
- Consult with VPI, Deans, and Academic Senate President as appropriate.

Position 2 - Faculty Piloting a New Dual Enrollment Implementation Model [could potentially be the same faculty member]

- Pilot a High School Teacher Assistant Implementation Model [potentially separate faculty member if the dual enrollment faculty member is not the same discipline as the what is in this pilot project]:
  - 1st semester, Faculty Collaboration and Preparation: Collaborate with high school teacher to review course curriculum, materials, teaching methods, other expectations, front load the course materials.
  - 2nd semester, Team-Teaching:. Monitor the team teaching with the high school instructor. Collect regular feedback from the instructor and students on strengths and challenges of the instructional approach.
  - Collaboration and teacher preparation may include the following and additional items as team-teaching faculty deem appropriate: curriculum review, lesson planning and K12/College best teaching practices (to promote student learning, critical thinking, and college preparation), instructional technology assessment and review.

Please refer to the list of D1 duties (https://www.canadacollege.edu/ipc/Appendix_D1.pdf) and make sure that the duties of this position do not overlap with any D1 duties. Also, please note that this list is meant to be a general overview of the responsibility of this position, and it is not meant to be a daily plan of all work.

Identify which goals and strategic initiatives from the college's Education Master Plan are being supported by this position. Check all that apply.
For more information about the Education Master Plan (EMP), please refer to the Cañada College Collaborates website (https://canadacollege.edu/prie/canada-collaborates.php).
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #1 (Make Registration Easier)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #2 (Connect Students to the Academic Program(s) and Classes They Need)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #3 (Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #4 (Improve the Financial Stability of Students)
- EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #1 (Support innovative teaching that creates more equitable and antiracist learning environments)

- EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #2 (Create and sustain an inclusive, antiracist, and equity-minded campus culture)
- EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #3 (Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps)
- EMP Goal #3: Community Connections - Strategic Initiative #1 (Better share what Cañada offers)
- EMP Goal #3: Community Connections - Strategic Initiative #2 (Be the best college choice for local high school students)
- EMP Goal #3: Community Connections - Strategic Initiative #3 (Strengthen K-16 pathways and transfer)
- EMP Goal #3: Community Connections - Strategic Initiative #4 (Help students explore and find employment in fields of their choice)
- EMP Goal #3: Community Connections - Strategic Initiative #5 (Help meet the basic needs of Cañada students and other community members)
- EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #1 (Ensure the physical campus is accessible)
- EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #2 (Provide adequate access to technology)
- EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #3 (Manage resources effectively)

How would your program be impacted if this position is not funded?
It would be difficult to meet the EMP objective 3.4.
3.4 -- Increase the number of high school students participating in dual enrollment coursetaking opportunities - particularly low-income, minoritized students (as specified in the College Dual Enrollment Implementation Plan) - by 300% by 2024 and by 600% by 2027.

Anything else you would like us to know? For example, awards, recognition from the community, student highlights, etc.

Please enter the name of your Dean or VP who we can contact for approval of this application.

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Guided by the format of the examples above, please provide a comprehensive list of all duties or responsibilities of this position.

[Carranza suggestions in blue.]

- Collect feedback on current instructional needs in dual enrollment programs
    - Possible activities can include surveying past and current dual enrollment faculty, conferring with Skyline and CSM dual enrollment programs, reviewing past feedback that has been shared, such as through Academic Senates.
- Collect feedback on best teaching and learning practices
    - Possible activities can include review of how current programs compare to existing recommended practices, surveying past and current dual enrollment faculty, comparing faculty feedback to existing Dual Enrollment Handbook
- Develop Dual Enrollment instructional best practices for inclusion into the Dual Enrollment Handbook of the processes and steps for successful participation and teaching in the Dual Enrollment Program.
- Share with dual enrollment faculty the learning and successful strategies for teaching in the program.
- Work collaboratively with dual enrollment program director and program services coordinator.
- Participate in campus activities (i.e. Flex Days or other professional development activities). Share information about Dual Enrollment at, for example, academic senate, IPC, and/or other participatory governance bodies; participate in organized faculty teaching and learning professional development activities to promote faculty development and engagement.
- Consult with VPI, Deans, and Academic Senate President as appropriate.

- Pilot a High School Teacher Assistant Implementation Model [potentially separate faculty member if the dual enrollment faculty member is not the same discipline as the what is in this pilot project]:
    - 1st semester, Faculty Collaboration and Preparation: Collaborate with high school teacher to review course curriculum, materials, teaching methods, other expectations, front load the course materials.
    - 2nd semester, Team-Teaching: ~~Team-teach the course(s) synchronously. High school teachers team teach in person, providing direct support in the high school classroom.~~ Monitor the team teaching with the high school instructor. Collect regular feedback from the instructor and students on strengths and challenges of the instructional approach.
    - Collaboration and teacher preparation may include the following and additional items as team-teaching faculty deem appropriate: curriculum review, lesson planning and K12/College best teaching practices (to promote

student learning, critical thinking, and college preparation), instructional technology assessment and review.

[All of Carranza's suggestions below:]

This reassignment (equivalent hours for adjunct faculty) provides for faculty participation in developing a new dual enrollment model—synchronous college courses meeting high school A-G requirements or college certificate courses.

Collaborative Model, two semesters:
- 1st semester, Faculty Collaboration and Preparation: Collaborate with high school teacher to review course curriculum, materials, expectations. front load the course materials.
- 2nd semester, Team-Teaching: Team-teach the course(s) synchronously. High school teachers team teach in-person, providing direct support in the high school classroom.
- Collaboration and teacher preparation may include the following and additional items as team-teaching faculty deem appropriate: curriculum review, lesson planning and K12/College best teaching practices (to promote student learning, critical thinking, and college preparation), instructional technology assessment and review.
- Develop Dual Enrollment instructional best practices for inclusion into the Dual Enrollment Handbook of the processes and steps for successful participation and teaching in the Dual Enrollment Program.
- Share with dual enrollment faculty the learning and successful strategies for teaching in the program.
- Work collaboratively with dual enrollment program director and program services coordinator.
- Participate in campus activities (i.e. Flex Days or other professional development activities). Share information about Dual Enrollment at, for example, academic senate, IPC, and/or other participatory governance bodies; participate in organized faculty teaching and learning professional development activities to promote faculty development and engagement.
- Consult with VPI, Deans, and Academic Senate President as appropriate.

- Collect feedback on current instructional needs in dual enrollment programs
- Develop models for

  - Support faculty teaching in the dual-enrollment program
    - Serve as a liaison between faculty teaching in the program and the high schools
    - Meet with HS's 2-5 times a semester
    - Attend monthly dual-enrollment meetings with faculty
    - Identify problems and strategies for improvement related to teaching and learning in dual-enrollment courses

- Pilot Learning Community
    - Help develop new dual enrollment models specific to college courses meeting high school A-G requirements
    - Collaborate with high school teachers
        - Example: 1ˢᵗ semester: plan; 2nd semester: serve as liaison between teaching faculty and HS teachers ~~work with high school teachers to front load the course materials.~~
    - Develop the handbook of the process and steps of this model so it can be disseminated to faculty who are interested in teaching dual enrollment classes in the future.
        - Help develop learning community with high school teachers …
        - Train and familiarize high school teacher with the college material
- ~~2ⁿᵈ~~ semester: ~~teach the course(s) synchronously.~~ High school teachers provide support at the high school classroom.
    - ~~Teaching would simply be part of an instructor's regular assignment.~~
- Collaborate with high school teachers.
- Share the learning with dual enrollment faculty.
- Work collaboratively with Mayra Arellano
- Regularly check in with VPI and Academic Senate