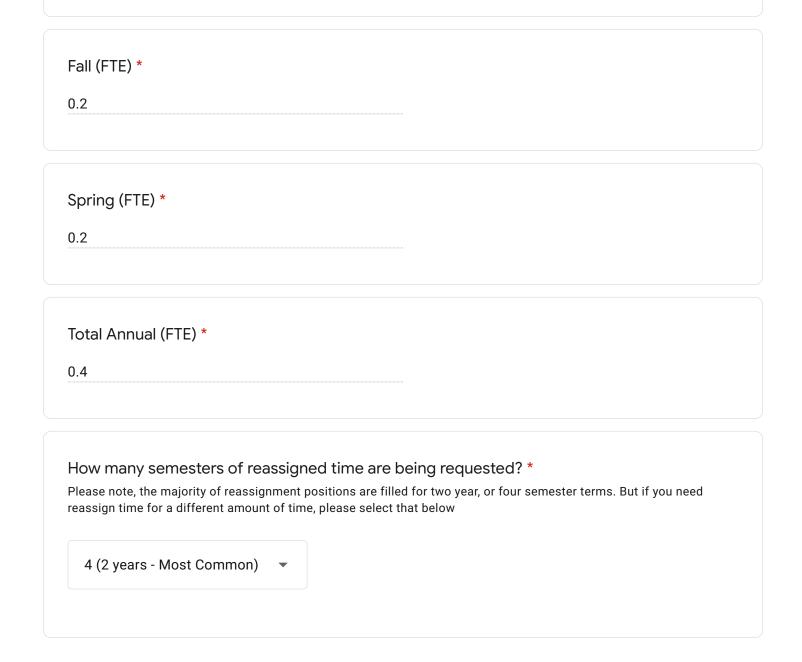# Fall 2021 Reassignment Application

Please note: If approved, all reassignment positions will begin work in Fall 2022, for the Fall 2021 application process.

Current or Proposed Position Name: *

English Department Coordinator

Author(s): *

Doniella Maher

Is this a campus-wide or 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

⦿ Program/Department Position

Is this a New, Renewal, or Revision 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

Change to Reassign Time Allocation

Are you requesting more or less reassign time than in the past? *

◯ Yes

⦿ No

Time Change Explanation

Explain why more or less reassigned time is being requested. *

Revisions to Existing Positions

What revisions do you need to request for your current position? *

Amount of Reassignment & Duration

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

Spring (FTE) *

0.2

Total Annual (FTE) *

0.4

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

4 (2 years - Most Common)   ▼

Position Responsibilities

Instructions for Duties List

-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/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. *

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.

Coordination Duties
Our sister colleges have much larger departments to disperse the load. Our smaller campus has all of the complexities that come with a foundational department but fewer faculty to carry them.

• Work with Dean throughout the semester on scheduling concerns, issues, and plans (including last minute additions and/or cancellations)

• Coordinate with faculty at the beginning of the semester to identify which courses still have room for adds, which are full, and if we need to open any additional courses. Compile waitlisted students to demonstrate need for additional sections in the future.

• Respond to student Challenge Petitions

• Meet monthly with Learning Center for the development of our writing center and to develop orientation plans and tutor visits to classes.

• Organize and facilitate monthly English 105 Community of Practice meetings to discuss a variety of pressing concerns including enrollment, retention, scaffolding, expectations, student support, embedded tutoring, and other issues.

• Request and collate office hours held in the Learning Center to have a list to send to the tutor coordinator

• Prep and run faculty-led tutor training sessions with Writing Center Coordinator

• Coordinate evaluation process as necessary for a 14+ person department

• Coordinate with retention specialists for support for English 105 courses

• Develop English Majors event with interested transfer colleges

• Facilitate flex day sessions to discuss Writing Across the Curriculum. Last year we facilitated a session on writing good essay prompts.

• Work with the Dean and Mayra Arellano to discuss and develop dual enrollment programs.

• Work with Promise partners to support Promise students in our English courses (especially 105)

• Work with Jai to ensure Promise Scholars have access to texts in a timely fashion

• Meet with the Dean of Counseling and the counseling department to assess placement and make adjustments when necessary.

• Facilitate cross-district alignment. Right now we are working on developing a non-competing literature course schedule. We are also working to align the Exam Credit system.

• Engage CSM and Skyline in a continuing conversation on course alignment across the colleges in the district, in house when needed and with sister departments when needed

• Facilitate district-wide English/Literature flex sessions.

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 Completion/Success - Strategic Initiative #1 (Develop Clear Pathways): Develop academic pathways and provide integrated support services that begin in high school, transition to college and complete with a certificate, degree and/or transfer.

☑ EMP Goal #1: Student Completion/Success - Strategic Initiative #2 (Improve Student Completion) Improve completion by developing and implementing a comprehensive college-wide approach to enrollment management, student retention, and course scheduling

☑ EMP Goal #1: Student Completion/Success - Strategic Initiative #3 (Implement Promise Scholars Program) Develop and implement a 2-pronged Promise Program to address 'scholarship and academic support' in addition to 'personal student financial support' to minimize the barriers caused by enrollment fees, cost of textbooks, parking fees, transportation, child care, food and housing insecurity

☐ EMP Goal #1: Student Completion/Success - Strategic Initiative #4 (Expand Cohort Bridge Programs) Expand and extend cohort bridge programs to students beyond their first year of study

☑ EMP Goal #2: Community Connections - Strategic Initiative #1 (K-12 & Adult School Partnerships) Collaborate with Pre-K-12 to Adult School partners to promote relationships, seamless transitions, and alignment of pathways

☐ EMP Goal #2: Community Connections - Strategic Initiative #2 (Connect Students with Internships and Mentorships) Develop and support student internships, service learning opportunities, mentorships to improve connection of students to local organizations and employers

☐ EMP Goal #2: Community Connections - Strategic Initiative #3 (Create an Alumni Network) Create a Cañada College alumni organization to promote success stories, to engage successful community members, and to explore development opportunities

☐ EMP Goal #2: Community Connections - Strategic Initiative #4 (Build Relationships with Employers) Establish structures and resources to initiate and build relationships with local businesses and industries for developing institutional partnerships

☐ EMP Goal #2: Community Connections - Strategic Initiative #5 (Enhance Marketing) Expand and enhance marketing of transfer and career technical education (CTE) opportunities

☐ EMP Goal #2: Community Connections - Strategic Initiative #6 (Hold On-Campus Events) - This strategic initiative is on hold during the COVID-19 emergency campus closure

☐ EMP Goal #2: Community Connections - Strategic Initiative #7 (Partner with 4-Year Colleges and Universities) Enhance and invest in 2+2 relationships with 4-year universities.

☐ EMP Goal #3: Organizational Development - Strategic Initiative #1 (Implement Professional Learning Plan) Implement the Professional Learning Plan and establish a robust college-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that support student success and promote equity

☐ EMP Goal #3: Organizational Development - Strategic Initiative #2 (Implement Guided Pathways) Implement Guided Pathways-like design principles to help address equity gaps

☐ EMP Goal #3: Organizational Development - Strategic Initiative #3 (Create Process for Innovation) Create robust processes and support for developing new academic programs/curricula including innovations that address geographic and logistic barriers to access

☑ EMP Goal #3: Organizational Development - Strategic Initiative #4 (Promote a Climate of Inclusivity) Promote a campus culture that fosters a climate of inclusivity

☑ EMP Goal #3: Organizational Development - Strategic Initiative #5 (Institutionalize Effective Structures to Reduce Obligation Gaps) Institutionalize effective structures and best practices of HSI (Hispanic-Serving Institutions) and AANAPISI (Asian American and Native American Pacific Islander-Serving Institutions) in order to reduce the obligation gap

☐ EMP Goal #3: Organizational Development - Strategic Initiative #6 (Update the Facilities Master Plan) Revise the college's component of the Facilities Master Plan to identify and address space and facilities needs that arise out of implementing this 2017-2022 EMP

Final Questions

How would your program be impacted if this position is not funded? *

It is just impossible for all of us to teach full loads and fulfill all of the responsibilities required of our department. If we don't have release time for someone to take up some of this work, we will not be able to develop the Writing Center to support our students, develop a comprehensive approach to supporting our Promise Scholars, develop dual enrollment programs, engage in Guided Pathways work, support faculty teaching across the curriculum (increasingly important post-AB705), and support an English 105 community of practice.

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

Our faculty are ALL over the place. We have two members on the curriculum committee, two faculty members working on anti-racism learning communities, and another faculty member working with the Dream Center and Promise. None of this would be possible without release time.

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

James Carranza

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Google Forms

Reassignment Application Final Recommendation Form

Be sure to fill this form out for each of the applications received for the departments and/or programs that you supervise. Your feedback will be attached to the corresponding application, which will then be will be shared with IPC and posted on the IPC webpage.

Position Name (As Listed on the Application) *

English

Supervisor's Final Recommendation *

◉ Fully Support Application

◯ Support with Reservation

◯ Do Not Support (Explanation Required)

Comment or Explanation:

While I support the application in general, I do have reservations with regard to our process for planning and accounting for reassigned time coordination assignments. It's difficult to deny or justify a request without considering specific planned outcomes (from the start of an assignment) linked to responsibilities.

Signature *

Enter your name below as your signature.

James Carranza, Dean, HSS

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