Fall 2023 Reassignment Application

Please note: If approved, all reassignment positions will begin work in Fall 2024, for the Fall 2023 application process.

Email *

Current or Proposed Position Name: *

Fashion Design and Merchandising Professor/Coordinator

Author(s): *

Ronda Chaney

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 FTE - 2 (3 units) = 7.5 hrs/week - approximately 120 hrs/semester.

Spring (FTE) *

0.2 FTE - 2 (3 units) = 7.5 hrs/week - approximately 120 hrs/semester.

Total Annual (FTE) *

0.4 FTE (6 units annual)

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) ▾   Note: update to 8 (4 years)

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/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. *

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.

- Develop and update the curriculum for the 36 classes in the fashion program. 10%
- Update each of the 37 different courses in CurricUNet every two years as required for CE programs. 10%
- Work with instructors to update SLO results.
- Develop schedules for each semester. 10%
- Train assistants and coordinate their work. 5%
- Mentor and evaluate adjunct professors. 5%
- Community outreach through special weekend events and attending meetings of fashion professional organizations. 10%
- Recruitment and retention: Social media postings and distributing flyers about upcoming classes to fabric stores, sewing machine shops, and libraries. 10%
- Attend high school career days.
- Advise students about the best course selection of classes to take.5%
- Write letters of recommendation for students.
- Maintain the Fashion Advisory Board, adding new members regularly and holding meetings each semester. 10%
- Develop industry relationships that will provide internships for students. 5%
- Update the department website on a regular basis.
- Work with Counseling to keep them abreast of curriculum changes and remind them of course sequencing.
- Coordinate the granting of Fashion Department Scholarships to students each school year.
- Work closely with the bookstore in providing packets with students' supplies, especially during online instruction – this has allowed students to take classes remotely. 10%
- Manage the ordering and storage of the many supplies and equipment required for the program; for example, sewing machine parts and repairs. 10%

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)

Final Questions

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

I do not know how the fashion program would continue to be successful in the way that it is now.

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

There are many different success stories within our very diverse fashion population. Our program is well-known throughout the state. Online teaching has allowed students who have heard of our program to take the classes.

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

Dean Hyla Lacefield

This form was created inside of Skyline, Cañada and College of San Mateo.

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) *

Fashion Design & Merchandising Professor/Coordinator

Supervisor's Final Recommendation *

🔘 Fully Support Application

◯ Support with Reservation

◯ Do Not Support (Explanation Required)

Comment or Explanation:

As with all of the CTE coordinator positions, this release time is absolutely vital to the program. CTE coordinators must do a number of tasks that are necessary to the vitality of the program, but also need to be done by someone with intimate knowledge of both the program and industry. I will always and forever support these positions. Without them, you would burn through BDW Deans even faster as CTE has so many additional requirements and needs than other academic areas.

Signature *

Enter your name below as your signature.

Hyla Lacefield

This form was created inside of Skyline, Cañada and College of San Mateo.

Google Forms