

# Fall 2022 Reassignment Application

Please note: If approved, all reassignment positions will begin work in Fall 2023, for the Fall 2022 application process.

Current or Proposed Position Name: \*

Dual Enrollment Faculty Coordinator + HIST Implementation Pilot OUT OF CYCLE: STARTING SPRING 2023

Author(s): \*

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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. \*

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Revisions to Existing Positions

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

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## 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 for dual enrollment coordinator, 0.07 (1 unit) for faculty pilot

Spring (FTE) \*

0.2 for dual enrollment coordinator, 0.07 (1 unit) for faculty pilot

Total Annual (FTE) \*

0.4, 0.14

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/docs/Appendix\\_D1.pdf](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](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.

#### Position 1 - Dual Enrollment Coordinator - Instruction Occurring 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.
- Share with dual enrollment faculty the learning and successful strategies for teaching in the program.
- Serve as an instructional resource to dual enrollment program faculty.
- Work collaboratively with dual enrollment program director and program services coordinator to:
  - Identify how various non-instructional logistical factors at different high schools could impact teaching
  - Identify specific issues and recommendations related to academic disability accommodations and how these are processed at each high school
  - Monitor and report on student success and achievement
- 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.
- Participate on the District Dual Enrollment committee.
- Consult with VPI, Deans, and Academic Senate President as appropriate.

#### Position 2, Pilot a New Dual Enrollment Course Based on Discipline Specific Need as Determined by Dual Enrollment Program (High School A-G requirements)

- Position may be repeatable for a second course per VPI approval.
- 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]:
  - Spring/Summer college faculty provides high school teachers with course assessments so high school teacher can begin scaffolding. (If the college faculty member and high school teachers wish to begin the collaboration in the spring/summer, they will be compensated.)
  - Fall Semester (1st semester), high school teachers begins teaching content to support spring college course. Faculty Collaboration and Preparation: Collaborate with high school teacher to review course curriculum, materials, teaching methods, other expectations, front load the course materials.

- Spring Semester (2nd semester), Team-Teaching: High school students will enroll in the college course. College faculty provides recorded lectures, and grades course assignments. College faculty collect regular feedback from the high school teachers and students on strengths and challenges of the instructional approach.
- High school students unable to successfully complete the college level assessments will be unenrolled from the college course by the withdraw date with no academic penalty and receive only high school grade from their high school teachers.
- Collaboration and preparation between college faculty and high school teachers may include the following and additional items as team-teaching faculty deem appropriate: backwards planning, curriculum review, lesson planning and K12/College best teaching practices (to promote student learning, critical thinking, and college preparation), instructional technology assessment and review.



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? \*

It would be difficult to meet the EMP objective 3.4.

3.4 -- Increase the number of high school students participating in dual enrollment course taking opportunities - particularly low-income, minoritized students (as specified in the College Dual Enrollment Implementation Plan) - by 300% by 2024 and by 600% by 2027.

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

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

VPI

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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 shared with IPC and posted on the IPC webpage.

Position Name (As Listed on the Application) \*

- Dual-Enrollment Faculty Coordinator + HIST Implementation Pilot OUT OF CYCLE: STARTING SPRING 2023

Supervisor's Final Recommendation \*

- Fully Support Application
- Support with Reservation
- Do Not Support (Explanation Required)

Comment or Explanation:

Needed to help improve our dual enrollment process

Signature \*

Enter your name below as your signature.

Chialin Hsieh