

# 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: \*

Faculty Equity Coordinator

Author(s): \*

Alison Field

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. \*

There are three reasons to request more time:

1. the time currently allotted (.2) is insufficient for the tasks assigned.
2. As confirmed by an external reviewer (USC Center for Urban Education Review of our Equity Plan), it has become increasingly apparent to me how important it is to ensure more focus on, and integration of, faculty and instructional needs as part of our equity and antiracism work. More time is needed for this work to happen.
3. We are in the process of centralizing our Equity and Antiracism work (combining and evolving ACES and the former Task Force on Antiracism) and launching a new pilot Equity and Antiracism Planning Council (EAPC). Additional time is needed for tasks such as creating and maintaining new webpages, identifying and/or developing additional orientation & training materials, assessing and adjusting how the council works, and ensuring the effectiveness of the new council and its work through the pilot phase.

### 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) \*

.4

Spring (FTE) \*

.4

Total Annual (FTE) \*

.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

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.

I) Serve as faculty representative tri-chair of the Academic Committee for Equity and Success (ACES) / Equity and Antiracism Planning Council (EAPC)

- Ensure the Academic Committee for Equity and Success (ACES) / Equity and Antiracism Council (EAPC) fulfills its responsibilities to create and monitor the SEA Program Plan and the larger equity and antiracism goals of the college, especially as they relate to faculty and instruction.
- Collaborate with co-chairs to prepare and submit regular reports to PBC on the College's effectiveness in implementing the Equity Plan, achieving college goals related to closing equity (and obligation) gaps and responding to college initiatives and projects related to antiracism.
- Collaborate with co-chairs to build capacity for achieving our equity and antiracism goals. For example: develop and provide committee / council member orientations, ongoing training opportunities, and rubrics and other materials to committee / council members.
- As needed, submit a Comprehensive Program Review or Annual Update as a part of the college's regular evaluation and resource request process related to equity and antiracism initiatives of the college. [Approximately 40% of time allocation]

II) Serve in a campus leadership capacity on matters pertaining to equity and antiracism, especially as they relate to faculty and instruction:

- Serve as a member of the Instructional Planning Council (IPC).
- As needed, attend and participate in meetings with other participatory governance bodies, especially the Planning and Budgeting Council (PBC) and Academic Senate.
- Attend Division meetings as needed to further the work of ACES/EAPC and the College Equity and Antiracism Plan.
- Attend college-wide strategic planning meetings, such as the Leadership Retreat.
- Collaborate with other campus initiatives, work groups, and programs (GP Interest Areas, CIETL, ASCC, Cultural Center, Dreamers Task Force, etc.), to support and advance equity and antiracism goals, especially as they relate to faculty and instruction.
- In collaboration with college administrators and the PRIE Office, ensure the College is in compliance with state regulations, federal rules, and other guidelines specific to student equity, accreditation processes, and other relevant accountability mandates. [25% of time allocation]

III) Provide leadership in professional development focused on equity and antiracism, especially as it relates to faculty and instruction

- Collaborate with the college Professional Development Planning Committee, Teaching and Learning Coordinators, Instructional Technology, and others to develop and provide relevant, high-quality professional development opportunities that address inequity, racism and bias in teaching and learning practices, curriculum design, and pedagogy.
- Collaborate with the Office of Planning, Research and Institutional Effectiveness (PRIE) to conduct and present the results of inquiry into equity in student access, success and completion as well as the design

and results of evaluations of interventions to address inequity, racism and bias on campus.

- Collaborate with co-chairs and others to identify and promote participation in highly relevant and effective District and outside conferences and trainings, such as IDEAL, NCORE, CORA Courses, and others.

- Other duties as assigned.

[Approximately 25% of time allocation]

IV) Communicate effectively and regularly with all relevant constituencies regarding college equity and antiracism initiatives, progress, and goals.

- Regularly review, update and maintain (keeping all information accurate and current) the College ACES/EAPC website.

- Respond to requests for information.

- Monitor and help share-out updates, memos, and guidance on the SEA Program.

[Approximately 10% of time allocation]

---



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 hinder our ability to meet state mandated equity guidelines and our EMP and SEA Program Plan goals as we would not have a faculty coordinator to:

1. Co-create and monitor implementation of our Equity Plan which supports the achievement of all college goals and strategic initiatives related to equity in student access, success and completion.
2. Submit regular reports to PBC on the College's effectiveness in implementing the Student Equity Plan and achieving college goals related to closing equity (and obligation) gaps.
3. Collaborate to develop and provide relevant, high-quality professional development opportunities that address inequities, racism and bias in teaching and learning practices, curriculum design, learning outcomes, and pedagogy.
4. Work with PRIE to conduct and present the result of inquiry into equity and to evaluate interventions to address inequity, racism and bias on campus.
5. Ensure the College is in compliance with state regulations, federal rules, and other guidelines specific to student equity, accreditation processes, and other relevant accountability mandates.
6. Plan and organize the ACES / EAPC meetings and maintain website and communication, especially as they relate to faculty and instruction.
7. Regularly represent equity committee at shared governance meetings to further communication across campus and collaboration on equity work.

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

Over the last two-plus years, and with the recent adoption of our EMP for 2022-2027, the college has significantly increased and strengthened its commitment to identify, pursue, and achieve broader, and potentially transformative, equity and antiracism goals. I believe this position is vital to that work.

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

James Carranza (and/or VP Perez, ACES)

# 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) \*

Faculty Equity Coordinator

Supervisor's Final Recommendation \*

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

Comment or Explanation:

Professor Fields' contributions and reassigned time coordination support of college-wide equity initiatives - including specific shared leadership of college committees such as ACES - has been critical to our urgent momentum and action for equity, antiracism, and broader social justice at the College. I fully support the request for additional time to support the evolving needs for faculty coordination related to the new and emerging initiatives for equity at Cañada College.

Signature \*

Enter your name below as your signature.

Manuel A. Pérez

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) \*

ACES Coordination

Supervisor's Final Recommendation \*

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

Comment or Explanation:

The work of ACES and the related faculty coordination is essential to our college's equity and antiracism work. I've noted here "support with reservation" only because I am not the "responsible administrator" for ACES and ACES faculty coordination.

Signature \*

Enter your name below as your signature.

James Carranza

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

Google Forms