

# Fall 2023 Reassignment Application

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

Email \*

harmons@smccd.edu

Current or Proposed Position Name: \*

OER/ZTC Coordinator

Author(s): \*

Sarah Harmon and Diana Tedone-Goldstone

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) \*

.5

Spring (FTE) \*

.5

Total Annual (FTE) \*

10.

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.

These duties are similar to the ones on the previous application, although they have been revised to encompass the changing needs of this position.

- Manage the ZTC Adopter Program, which primarily involves working with faculty to convert their courses to ZTC and focusing on how Inclusion, Diversity, Equity, Anti-Racism and Accessibility (IDEAA) can be a primary focus for course materials (3-4 hours per week);
- Co-chair the Academic Senate Textbook Affordability Subcommittee (TAS), lead monthly TAS meetings, update the TAS and ZTC websites, and attend all Academic Senate meetings (2-3 hours per week);
- Attend all Cañada DEAC meetings as a voting member (1.5 hours per month);
- Meet with the ASLT Dean and other administrators regularly to inform on OER/ZTC efforts (1 hours per week);
- Outreach such as workshops, marketing, emails, and online videos and guides to faculty and students to increase knowledge of OER and ZTC (2-3 hours per week);
- Evaluate and assess effectiveness of OER resources used in courses during textbook adoption cycles (1-2 hours per week);
- Collect and analyze data on student metrics, faculty and student attitudes towards OER and ZTC, and other data collection and analysis, using surveys, focus groups, and quantitative data. (2-4 hours per week);
- Apply for and manage grants that directly address course materials and OER/ZTC adoption (2-4 hours per week);
- Act as ASCCC OERI Liaison, and perform all duties associated with that task (<https://asccc-ori.org/ori-liaison/>) (1 hour per week)
- Meet regularly with SMCCCD OER/ZTC colleagues to plan and implement district-wide plans, flex day activities, and other activities and grants (1-3 hours per week).

Under Appendix D1, this falls outside of the normal duties of instructional faculty, as the work that needs to be performed is done outside of the typical teaching duties. Additionally, while the ZTC/OER Coordinator would also be the Academic Senate OER Liaison, the stipend afforded that position from State Academic Senate does not compensate for the time needed to perform all of these duties. For these reasons, release time would be needed for the ZTC/OER Coordinator so that all of the duties can be performed.

Of note is that this is a position that works year-round, as we have ZTC Adopter Program cohorts each fall, spring and summer term. Additionally, the State Chancellor's Office has regular meetings and updates throughout the year; this coordinator position will need to be on top of these updates. What is more, there are important conferences during the summer that directly connect with OER/ZTC work, including the Online Teaching Conference (typically the third week of June) and Cal-OER (typically the first week of August). Finally, this coordinator will regularly plan activities for flex days, which requires planning throughout the academic year and in the summer.

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? \*

The OER/ZTC gains that we have made over the last 4 years would be severely negatively impacted should this position not be funded at the current level. Currently, the work is being done at .5 release time, which is needed for this position. There are more state- and federal-backed grant opportunities that are coming in the next 5 years, along with other opportunities for faculty to revisit their courses—and their course materials—in ways that promote diversity, equity, inclusion, anti-racism and accessibility. This work is central to the College's overall goals, as well as those of the District. Additionally, there are enrollment data, success/retention data, and other data that need to be collected and analyzed; these data and analyses are crucial to continue encouraging faculty to consider course material costs, to support faculty with compensation as they change their course materials and lesson plans, and to apply for more grant opportunities. Without a dedicated coordinator at .5 release time, this work would fall by the wayside.

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

In the last 4 years, Cañada has gone from a college that had no organization of OER/ZTC efforts to one of the leaders in the state. The current Coordinator has continued to work to streamline processes with respect to textbook adoption and course material cataloguing, along with ensuring that our courses are accurately represented on WebSchedule (soon to be moving to WebSmart 9) with respect to course material costs. While there is more work to do, we went from having very few of our courses be labeled in WebSchedule in Spring 2019, to now having 127 sections for Fall 2023 being correctly labeled with respect to ZTC and Low-Textbook-Cost (LTC). We can now accurately report how much money students are saving by taking courses that have either zero textbook cost or much-lower cost. Since Spring 2021, we have helped 14,521 students save an estimated \$1,351,450. For Fall 2023 there are 59 unique faculty who are currently teaching ZTC and LTC courses, with more being added every semester. These data are the direct result of the work of the Coordinator, who has been doing the outreach and data collection necessary for these reports. And there is so much more to do!

The work of the current OER/ZTC Coordinator, along with her colleagues at our sister colleges, has been recognized by ASCCC OERI; we have been asked to host various webinars and speak to the power of engaging faculty in positive pedagogical/andragogical practices. This work has also been recognized by the SMCCCD Board of Trustees and the District Office, which has yielded in \$1.25M in funding for ZTC infrastructure, with additional funding coming from the District's Free College Initiative. We have become leaders in these discussions, and students are seeking our ZTC courses as a result.

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

Interim Dean of ASLT Anniqua Rana and VPI Chialin Hsieh

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) \*

OER/ZTC Coordinator

Supervisor's Final Recommendation \*

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

Comment or Explanation:

The management of the ZTC-OER eliminates barriers for students and also addresses the state mandate:  
<https://asccc-oeri.org/oer-and-ztc/>

**Signature \***

Enter your name below as your signature.

Anniqua Rana (Interim Dean, ASLT)

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