

Request for Reassignment Proposal

Instructions: Complete the following form, ask your dean to review and sign, and then submit it to the Office of Instruction. You can use the Tab key to move through the form fields.

1. Term in which assignment would begin (*semester, year*) Fall 2015
2. Application Date (*mm/dd/yyyy*) 02/15/15
3. Author(s) Denise Erickson

Overview

4. Type of Request:
 - New request for reassignment
 - Renewal of existing reassignment
 - Augmentation to existing reassignment
 - Revision to a previously submitted application
5. Position or Project Name:
Identify a "one line" description of the type of assignment (faculty leadership, coordinator, research, etc.)
CIETL Co-coordinator (GE Pathways; Conversations With Colleagues; Stanford Arts Initiative)

Amount of Reassignment

Please report the amount of FTE you are requesting for each term and calculate the total annual FTE. Calculations: 1 0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester. 2 Each additional unit (0.067 FTE) represents an additional 2.5 hrs/week

6. Fall (*FTE*) 0.20 Spring (*FTE*) 0.20 Total Annual (*FTE*) 0.40
7. Duration of Reassignment
How many semesters of reassigned time are being requested? When is the end date? (Please note that if the request exceeds two years, a renewal RRP will be required.) 3
1 year
8. Commitment
Upon completion of the reassignment term:
 - The work is complete and no further investment of reassigned time will be required.
 - The work will require an ongoing commitment of reassigned time or other staffing.
9. How will the part-time faculty replacement costs be funded?
 - Fund 1 PT faculty allocation
 - Grant funding, please specify
 - Categorical funding, please specify
 - Other, please specify No replacement

Justification

10. Identify the duties to be performed and explain why they require reassigned time.
GE Pathways coordination involves developing a cohort of faculty to design and lead the initiative; research and assessment of other successful Pathways programs at other colleges; outreach to other colleges for collaborative development; meeting with college committees and divisions to build interest, participation and support; identifying and planning which Pathways to pursue (broad enough to provide an interdisciplinary experience, but narrow

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enough to be cohesive); identifying faculty leadership and creating FINS for each of the Pathways; coordinating faculty and counseling to determine a set of courses across the IGETC pattern for each of the Pathways; coordinate development of learning outcomes for the Pathways; coordinate with the Honors Program to align Honors Pathways with GE Pathways; recruit guest speakers; organize student focus groups for input; engage in outreach with the CSU's (SF, East Bay, San Jose) to create pathways they will accept as transfers to a major or minor; work with administration to determine how Pathways will be marketed and presented in the catalog and schedule of classes; coordinate development of tools for assessment of the initiative after it is implemented

Conversations With Colleagues coordination involves working with faculty and staff to determine what issues they wish to discuss; recruiting and advertising presentations of innovative faculty and student work; recruiting and advertising guest speakers on matters of college-wide interest

Stanford Arts Initiative coordination involves the continued outreach to Stanford University to design and implement a Stanford Arts Initiative Passport for Canada students, faculty and staff; coordinate field trips for students, faculty and staff

11. Identify how the activities align with the college's strategic plans and initiatives.
GE Pathways use High Impact Practices to make GE more relevant, engaging and coherent for students, leading to greater student persistence and successful completion for transfer. Pathways articulate a clearer pattern for Honors students to achieve their goals. Activities provide opportunities for greater collaboration across disciplines for faculty and students, development of student cohorts, and faculty professional development. Activities (public lectures, field trips, community service opportunities) promote academic growth and scholarship. These activities are in alignment with the college's strategic plans and initiatives.

12. Provide evidence that the quantity of reassigned time being requested is justified by the workload.
This might be accomplished by providing a schedule of work to be performed during a typical week. (1 unit = 2.5 hours per week)
Planning meetings with teaching faculty, counselors, and student services - 2 hours/week
Research and outreach to other CCC's and CSU's - 1 hour/week
Planning FIN's, designing Pathways with lead faculty - 2 hours/week
Meeting with the Honors Coordinator - .5 hour/week
Coordinating marketing and information - 1 hour/week
Recruiting and implementing guest speaker presentations - 1 hour/week
Coordinating students focus groups; ongoing assessment - 1 hour/week
Reporting to administration - .5 hour/week
Communicating with faculty, staff and students about Pathways, speakers, and passport opportunities - .5 hour/week

13. Nature, number and frequency of meeting *(if applicable)* CIETL meeting - 2 x month; meeting with Pathways faculty - 2 x month; meeting with counselors - 1 x month

14. Number of faculty directly served by this position annually *(if applicable)* all faculty *(Potentially, yes. But realistically, how many?)*

15. Number of students directly served by this position annually *(if applicable)* all students *how the number?*

Assessment

16. Outcomes

List the outcomes that can be expected upon completion of the term of reassignment.

1. A program of GE thematic pathways will be developed, providing a set of thematically associated courses across the IGETC pattern (CSU GE, and AA/AS GE)

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2. Context and relevance to the GE pattern will increase as students explore in depth a theme of interest to them, while fulfilling GE requirements and streamlining the GE pattern
3. More students will enroll in pathways classes, and complete the GE requirements
4. Students will engage with faculty and students with shared interests, creating cohorts, increasing retention, persistence and success
5. Students will acquire an additional set of skills benefitting transfer to a major or minor, and benefitting job-seeking
6. Faculty, staff and students have greater professional development and academic opportunities through presentations and public lectures, enhancing academic growth
7. Faculty will benefit from collaborative, intergrative, multidisciplinary activities which provide professional growth
8. Pathways will provide a greater sense of community and inter-connectedness at Canada College

17. Accountability

Describe how the activities performed under this assignment will be recorded and reported.
Monthly reports to CIETL; Mid-semester and end-of-semester reports to CIETL, the President, the VPSS and the VPI

Administrative Use Only

Dean's Review:

- Fully support request
 Support with reservation
 Do not support (explanation required)

Explanation:

VPI Action:

- Approve request as submitted
 Approve request but with less time than requested
- Deny request with recommendation to revise
 Deny request (explanation required)

Explanation:

Recommendation for alternate funding:

- Professional Development
 Grant/Categorical (specify)
 Overload hourly special project
 Stipend
- President's Innovation Fund
 Trustees Fund for Program Improvement
 Short-term hourly staff

Comments:

Approved Duration of Assignment:

Outcomes and reporting requirements:
