

# Fall 2021 Reassignment Application

Please note: If approved, all reassignment positions will begin work in Fall 2022, for the Fall 2021 application process.

Current or Proposed Position Name: \*

Writing Center Coordinator

Author(s): \*

Maureen Wiley

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) \*

.2 FTE

Spring (FTE) \*

.2 FTE

Total Annual (FTE) \*

.4 FTE

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

2 (1 year) ▼

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/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.

-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.

Duties and Hours Spent Per Week on Writing Center Coordinator Duties:

- Research best practices for writing centers and embedded tutor projects at other college campuses
- On-going meetings and communication with the Learning Center staff (Director, Tutoring Coordinator, and STEM staff) to discuss schedules, log-in system, integration of embedded tutors in tutoring schedule, training of peer and embedded tutors, shared funding/resources, and data-collection systems for peer tutoring, embedded tutor support, and future faculty tutoring (2 hours)
- On-going meetings and communication with faculty and administrators about the resources available at the writing center.
- Regular meeting with the Writing Center Instructional Aide (currently Vincent Fitzgerald) to discuss plans for workshops, resource development, tutor training seminars, troubleshooting, marketing to campus parties, etc.
- Recruitment, Interviews, and training sessions of graduate students interested in becoming Embedded Tutors and Peer Tutors.
- Hosting monthly writing workshops on Zoom for students covering topics like thesis statements, quotations and citations, and essay outlining.
- Faculty English Drop-In Tutoring at the Learning Center provided by the Writing Center Coordinator twice a week (3 hours)
- On-going communication with faculty who will have embedded tutors in their classrooms to support the mentorship that the professors will be giving the assistants (1 hour)

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 Completion/Success - Strategic Initiative #1 (Develop Clear Pathways):

Develop academic pathways and provide integrated support services that begin in high school, transition to college and complete with a certificate, degree and/or transfer.

EMP Goal #1: Student Completion/Success - Strategic Initiative #2 (Improve Student Completion)

Improve completion by developing and implementing a comprehensive college-wide approach to enrollment management, student retention, and course scheduling

EMP Goal #1: Student Completion/Success - Strategic Initiative #3 (Implement Promise Scholars Program)

Develop and implement a 2-pronged Promise Program to address 'scholarship and academic support' in addition to 'personal student financial support' to minimize the barriers caused by enrollment fees, cost of textbooks, parking fees, transportation, child care, food and housing insecurity

EMP Goal #1: Student Completion/Success - Strategic Initiative #4 (Expand Cohort Bridge Programs)

Expand and extend cohort bridge programs to students beyond their first year of study

EMP Goal #2: Community Connections - Strategic Initiative #1 (K-12 & Adult School Partnerships)

Collaborate with Pre-K-12 to Adult School partners to promote relationships, seamless transitions, and alignment of pathways

EMP Goal #2: Community Connections - Strategic Initiative #2 (Connect Students with Internships and Mentorships)

Develop and support student internships, service learning opportunities, mentorships to improve connection of students to local organizations and employers

EMP Goal #2: Community Connections - Strategic Initiative #3 (Create an Alumni Network)

Create a Cañada College alumni organization to promote success stories, to engage successful community members, and to explore development opportunities

EMP Goal #2: Community Connections - Strategic Initiative #4 (Build Relationships with Employers)

Establish structures and resources to initiate and build relationships with local businesses and industries for developing institutional partnerships

EMP Goal #2: Community Connections - Strategic Initiative #5 (Enhance Marketing)

Expand and enhance marketing of transfer and career technical education (CTE) opportunities

EMP Goal #2: Community Connections - Strategic Initiative #6 (Hold On-Campus Events) - This strategic initiative is on hold during the COVID-19 emergency campus closure

EMP Goal #2: Community Connections - Strategic Initiative #7 (Partner with 4-Year Colleges and Universities)

Enhance and invest in 2+2 relationships with 4-year universities.

- EMP Goal #3: Organizational Development - Strategic Initiative #1 (Implement Professional Learning Plan) Implement the Professional Learning Plan and establish a robust college-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that support student success and promote equity
- EMP Goal #3: Organizational Development - Strategic Initiative #2 (Implement Guided Pathways) Implement Guided Pathways-like design principles to help address equity gaps
- EMP Goal #3: Organizational Development - Strategic Initiative #3 (Create Process for Innovation) Create robust processes and support for developing new academic programs/curricula including innovations that address geographic and logistic barriers to access
- EMP Goal #3: Organizational Development - Strategic Initiative #4 (Promote a Climate of Inclusivity) Promote a campus culture that fosters a climate of inclusivity
- EMP Goal #3: Organizational Development - Strategic Initiative #5 (Institutionalize Effective Structures to Reduce Obligation Gaps) Institutionalize effective structures and best practices of HSI (Hispanic-Serving Institutions) and AANAPISI (Asian American and Native American Pacific Islander-Serving Institutions) in order to reduce the obligation gap
- EMP Goal #3: Organizational Development - Strategic Initiative #6 (Update the Facilities Master Plan) Revise the college's component of the Facilities Master Plan to identify and address space and facilities needs that arise out of implementing this 2017-2022 EMP

## Final Questions

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

If this position were not funded it would disrupt the ASLT division and the English department's hard work at recruiting, training, and supporting peer tutors and instructional aides in developing a robust support system for students with writing assignments (the overwhelming majority of students). If this position were not funded, there would be a breakdown in communication between the faculty and the support services offered by the Learning Center as this position serves as a liaison between the two. Ultimately, it would be detrimental to the progress of the Writing Center which has grown significantly in its offerings to students through a full schedule of available peer tutors, resources on Canvas, and workshops offered throughout the semester.



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

We are only just getting started with all the exciting work we are doing to support students in their writing across the content areas.

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

Dean David Reed

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) \*

Writing Center Coordinator

Supervisor's Final Recommendation \*

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

Comment or Explanation:

We'll need to review and adjust some details of this assignment to make sure the role of the coordinator is aligned with the roles of the Learning Center staff. Areas to review include operations and staffing, including specific duties pertaining to the recruitment, hiring, training and evaluation process for peer and professional tutors.

Signature \*

Enter your name below as your signature.

David Reed

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