# Fall 2024 Reassignment Application

Please note: If approved, all reassignment positions will begin work in Fall 2025, for the Fall 2024 application process.

Email *

nancec@smccd.edu

Current or Proposed Position Name: *

Business Department Menlo Park Coordinator

Author(s): *

Candice Nance

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 grant funded position? *

( • ) Yes

( ○ ) No

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

## Revisions to Existing Positions

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

## Change to Reassigned Time Allocation

Are you requesting more or less reassigned time than in the past? *

( ○ ) Yes

( ○ ) No

## Time Change Explanation

Explain why more or less reassigned time is being requested. *

## 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

Spring (FTE) *

0.2

Total Annual (FTE) *

0.4

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) 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 (note- this is an example only and does not necessarily reflect the current duties of the example coordinator)

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 (note- this is an example only and does not necessarily reflect the current duties of the example coordinator)

- Outreach to community partners to offer and set up ESL classes. (10% approx.)

- Secure agreements and facilities to offer ESL classes in the communities where our students live, currently in North Fair Oaks, East Menlo Park, Pescadero (also East Palo Alto and Half Moon Bay in previous semesters). (10% approx.)

- Provide workshops to help students complete the college application and Board of Governors' Fee Waiver forms on the first day/evening of every off-campus ESL classes and welcome students.(10% approx.)

- Lead College Information and Proactive Registrations and ID Events for all off-campus ESL classes every semester to bring students with the faculty and ESL SLAMmers to campus so that students can pay their fees, participate in an orientation session with the ESL counselor, take a campus tour, get their student IDs, and if time permits, to visit an ESL class on campus. (10% approx.)

- Set up and lead monthly ESL Dept. meetings. Organize agendas for meetings. (10% approx.)

- Align curriculum with our ESL Pathways. (10% approx.)

- Organize textbook adoptions and look at ways to offer non-textbook options. (10% approx.)

- Represent the department on campus wide committees and councils. (10% approx.)

- Meet with administrators to share specific needs of the ESL students. (15% approx.)

- Set up meetings with District ESL faculty and serve as the lead for our college. (5% approx.)

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/docs/d1-duties-2022-2025.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.

The Business Department Menlo Park Coordinator will support the development and coordination of for-credit business programs at Cañada College's Menlo Park satellite location and support the future transition of the program to East Palo Alto. This role will bridge partnerships between the college's for-credit and not-for-credit business initiatives.
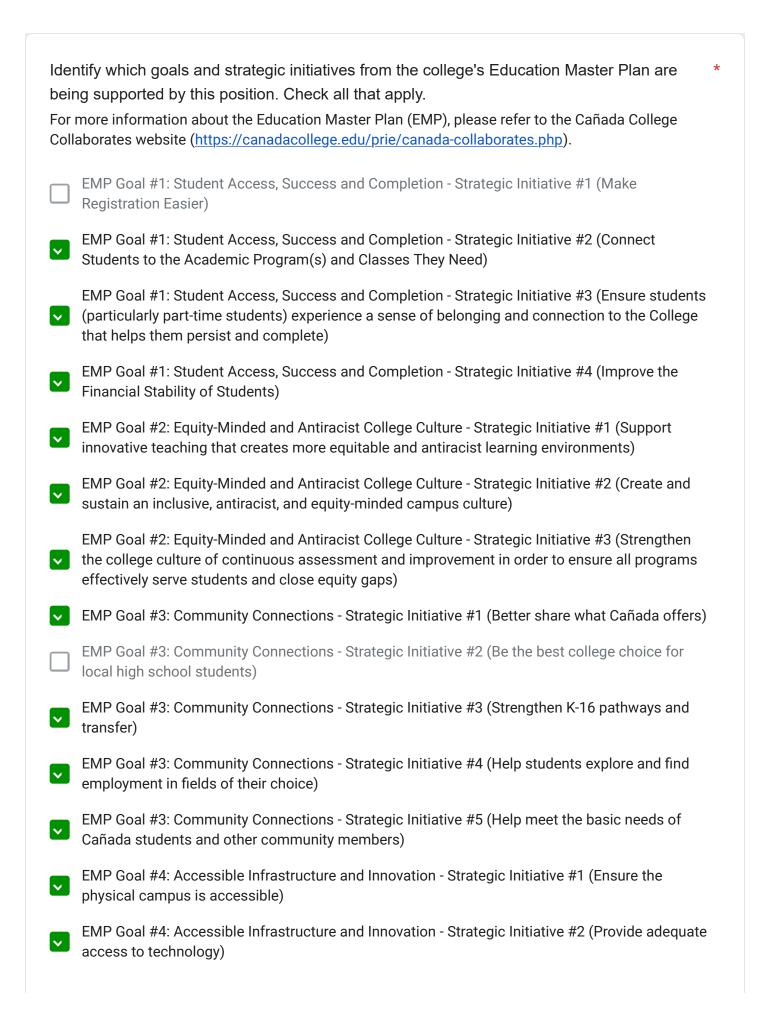
PROGRAM DEVELOPMENT AND COMMUNITY PARTNERSHIPS:
- Develop For-Credit Business Programs: Lead the creation of for-credit business offerings at the Menlo Park location, collaborating with the Dean of Business, Workforce, and Design, the Director of Workforce Development, and the Program Services Coordinator at Menlo Park to ensure programs meet community and student needs.
- Support East Palo Alto Transition: Facilitate the transition of business program offerings to the East Palo Alto location, including providing input for the appropriate instructional technology and wrap-around services to ensure student success.
- Strengthen Community and Civic Partnerships: In collaboration with the Director of Workforce Development and the Menlo Park Program Services Coordinator, support new and continuing relationships with local organizations, employers, and civic leaders to create program opportunities that align with local economic and workforce needs.

LIAISON FOR NOT-FOR-CREDIT PROGRAM REIMAGINING
- Coordinate with Small Business Incubator Program: Serve as the primary liaison between the Menlo Park not-for-credit Entrepreneurship Small Business Incubator and the business department on campus, promoting collaboration on curriculum, resources, and strategic planning.
- Support Reimagined Program for Spanish Speakers: In collaboration with the Director of Workforce Development and the Menlo Park Program Services Coordinator, assist and advise in the development of a not-for-credit entrepreneurship program tailored to Spanish-speaking communities, ensuring alignment with the goals and values of the business department.

OPERATIONAL SUPPORT AND COORDINATION
- Collaborate with Faculty: Coordinate with the Dean of Business, Design, and Workforce, and business faculty to plan course schedules, modalities, and instructional support for Menlo Park programs, ensuring academic rigor, scaffolded academic supports, and alignment with the business department's standards.
- Program Assessment and Reporting: In collaboration with the Director of Workforce and the Menlo Park Program Services Coordinator, assist in the analysis and review of data on enrollment, student outcomes, and program effectiveness, providing recommendations to enhance future offerings and partnerships.

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)

- [x] EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #2 (Connect Students to the Academic Program(s) and Classes They Need)

- [x] 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)

- [x] EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #4 (Improve the Financial Stability of Students)

- [x] EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #1 (Support innovative teaching that creates more equitable and antiracist learning environments)

- [x] EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #2 (Create and sustain an inclusive, antiracist, and equity-minded campus culture)

- [x] 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)

- [x] 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)

- [x] EMP Goal #3: Community Connections - Strategic Initiative #3 (Strengthen K-16 pathways and transfer)

- [x] EMP Goal #3: Community Connections - Strategic Initiative #4 (Help students explore and find employment in fields of their choice)

- [x] EMP Goal #3: Community Connections - Strategic Initiative #5 (Help meet the basic needs of Cañada students and other community members)

- [x] EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #1 (Ensure the physical campus is accessible)

- [x] 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? *

Without funding for the Menlo Park Coordinator position, developing a for-credit business program in Menlo Park would be delayed, limiting access to higher education for BIPOC communities in Belle Haven, East Palo Alto, North Fair Oaks, and Menlo Park.

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

This coordinator role is crucial for establishing a robust for-credit business presence in Menlo Park while addressing the educational needs of our BIPOC communities in Belle Haven, East Palo Alto, North Fair Oaks, and Menlo Park. By supporting the transition to East Palo Alto and fostering partnerships with local initiatives, this position ensures that underserved students in these communities have greater access to higher education, career pathways, and resources that promote their success and advancement.

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

Dean Alex Kramer

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