

Fall 2025 Reassignment Position Application

General Notes on the Reassignment Process:

- For Fall 2025 position applications: if a reassignment position is approved, then the work in the position begins in Fall 2026.
- The process for filling approved positions occurs in Spring 2026.

Email *

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Current or Proposed Position Name: *

Chemistry Department Coordinator

Author(s): *

Sol Parajon Puenzo

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.

Campus-Wide Position

Program/Department Position

How is this position expected to be funded? *

(Please note: IPC makes recommendations on any position that involves general college budget funds.)

- Grant funded only
- General college budget (Fund 1)
- Mix of grant funds and general college funds

If your position is a mix of grant funds and college funds, then please share how the expected proportions of grant funds and college funds.

Example: 0.1 FTE grant funded and 0.1 FTE college funded.

Skip this question if your position is not a mix of grant and college funds.

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Is this a New, Renewal, or Revision Application? *

A New Reassignment Application is for a position that has never been funded before. A Renewal Application is for a position that has been previously funded. A Revision to Existing Position Application can be used to revise a currently held position that is not currently up for renewal this semester.

- 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? *

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Change to Reassigned Time Allocation

Are you requesting a change in position reassigned time to an existing position? *

(This would be a request for more or less reassigned time.)

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 (Full-Time Equivalent) you are requesting for each term and calculate the total annual FTE.

- Calculations: 0.2 FTE (3 credit units) = 7.5 hrs/week or approximately 120 hrs/semester.
- Each additional unit (0.067 FTE) represents an additional 2.5 hrs/week or 40 hrs/semester.

Fall (FTE) *

0.20 FTE
.....

Spring (FTE) *

0.20 FTE

Total Annual (FTE) *

0.40 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.

 Dropdown

- For examples of different length positions and positions that might be similar to your request, refer to the [IPC Past & Present Positions](#) website.

4 semesters (2 academic years - Most Common) ▼

Position Responsibilities/Duties

Instructions for Position Duties List

1. Write the position duties in a bulleted list. To do this in this form, use dashes as bullets, and hit enter to space each list item.
2. 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.

Background Considerations and Resources

A) Please refer to the list of [Appendix D duties](#).

- **Ensure that the duties of this position do not overlap with any Appendix D duties.**
- *In order for a duty to involve reassignment, it cannot be part of a faculty member's primary assignment/duties.*

B) If you're submitting a RENEWAL application, please note that you can reference past applications from the [IPC reassignment position archive](#) for your position and copy and paste that duties list to revise here.

- If copying an old duties list, please compare the position duties list to the [Appendix D duties](#) in order to ensure that no previously listed reassignment duties have not become primary assignment Appendix D duties.

C) The **most common issues with submitted duties list** is including a task that is covered in Appendix D. Here are some specific example issues:

- Assessing or submitting Student Learning Outcomes is an Appendix D duty and so it cannot be a reassigned duty. SLO assessment falls under Appendix D: "evaluate, update, and revise existing courses and programs; develop new courses as needed."
- Writing, revising, and submitting curriculum is an Appendix D duty and so it cannot be a reassigned duty. Appendix D: "develop instructional materials, course outlines, and curriculum guides."
- Performing faculty evaluations is an Appendix D duty and so it cannot be a reassigned duty. Appendix D: "participate as a peer in the academic employee staff development and evaluation programs."
- If you mention **SLO assessment, curriculum, or evaluations**, be clear that **the reassigned duty is additional to and distinct from the Appendix D duty**. For example, if the position coordinates/organizes such efforts across multiple people instead of the performance of the Appendix D duty.

Example Duties List - College-Wide Position

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

[View Example Duties List - College-Wide Position](#) (google document)

Example Duties List - Program/Department Position

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

[View Example Duties List - Program/Department Position](#) (google document)

Guided by the format of the linked examples above, please provide a comprehensive list of all duties or responsibilities of this position. *

- Again, please refer to the list of [Appendix D duties](#). Ensure that the duties of this position do not overlap with any Appendix D duties.
- Also, please note that this list is meant to be a general overview of the responsibility of this position and thus is not meant to be a daily plan of all work.

Position Objective: Lead and organize departmental and divisional initiatives to foster a growth mindset among faculty and staff, with a focus on student retention, safety, and success. Position Responsibilities (listed by work outcomes):

1. Promote a well-functioning and responsive chemistry department that optimizes faculty collaboration, onboarding processes, and adaptation to changing circumstances while meeting necessary administrative requirements. [Approximately 30% of time allocation]:

- Facilitate collaborative communication amongst the chemistry faculty and streamline interactions with the stockroom and division head.
- Develop a departmental onboarding/orientation process for adjunct faculty in the department.
- Create and communicate a clear procedure wherein all non-standard departmental purchases, requests, facilities etc. before being sent to the Dean for final review.
- Coordinate with other department the management of shared laboratories.
- Continue working cooperatively with the dean in the improvement of enrollment; design a schedule that fulfills the post-covid needs of students, staff and Faculty.
- Coordinate and optimize the division of labor and responsibilities within the department for B duties.

Example: Annual Program Plans, SLO's and Program Reviews.

- Coordinate the development of additional certifications and associate degrees.
- Facilitate conversations between faculty/staff in the department to:
- Identify needed resources
- Identify faculty/staff required support

2. Align students' learning experience with industry standards and increase intradepartmental student support [Approximately 40% of time allocation]:

- Facilitate communication in the department and at the district level to ensure a homogenous general - organic chemistry series.
- Develop collaborative, intradepartmental partnerships to build more comprehensive student service initiatives in the division.
- Coordinate in the department and with other departments in the division to develop student-centered activities that provide sense of belonging, and support.
- Facilitate institutional changes designed to support chemistry students with limited access to campus.
- Advise students on possible career opportunities and scholarships.
- Organize and execute outreach activities to increase enrollment.
- Coordinate student support programs that operate both inter-semester and throughout the semester.
- Seek, screen and recruit embedded chemistry tutors for all chemistry courses, educational research and new student support programs.
- Seek and coordinate support and funding inside and outside the institution to improve students' opportunities.

3. Construct a safer, more functional selection of chemicals and high-performance equipment for use across all chemistry course offerings [Approximately 30% of time allocation]:
- Coordinate the revival of pre-existing, non-instructional and high performance/industry-standard equipment in our chemistry program.
 - Develop additional pathways that integrate the use of pre-existing, non-instructional and high performance/industry-standard equipment in our chemistry program.
 - Coordinate a departmental plan to reduce the cost and/or quantity of compounds implemented in chemistry classes and interdepartmental/community activities.
 - Coordinate a departmental plan to reduce harmful and environmentally toxic compounds implemented in chemistry classes, interdepartmental and community activities, and/or replace them with compounds that follow the "green chemistry" principles.
 - Continue the participation in activities that could benefit the department and division materially and economically.
 - Seek, screen and recruit student assistants for the stockroom.
 - Coordinate with stockroom staff to build and execute student employee trainings including, but not limited to: Cal OSHA and safety protocols, stockroom assistant training, and following standard operating procedures.
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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.

- 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? *

We had been working towards bringing the chemistry department to peak performance. A series of compounding circumstances have left the chemistry department in a state of near non-functionality. In addition to the COVID-19 pandemic, the premature retirement of the previous full-time faculty member 18 months prior to the hiring left a void in established department activities and plans. As the department has the lowest ratio of FT Faculty in Campus, 35%FT-FTE, the challenge to move forward a department that should have to have at least the double of FT-Faculty is absolutely steep. The department's current needs require to handle a substantial workload of Group B duties, crucial for simultaneous execution alongside the D1 duties. This shift in priorities provides the department with the chance to tackle overdue tasks outside the D1 list.

After working with Cañada chemistry students and setting in place plans to support their needs, we collect data indicating a significant improvement in retention, success rate, and the average grades of our students. Currently, the political and economic response of the district, force us to come up with new strategies to support our students.

Additionally, the department organization (and thus operation) has suffered as a result of the prolonged lack of centralized leadership during and after covid, evolving a diminished post-pandemic department. We (the 2 FT faculty) have graciously volunteered time to the college by beginning to remedy these issues during our Contract 1 employment period, which has exceeded our contractual duties. We had made amazing improvements last year during the first year of coordination, however, an expanse of work in addition to what we have done remains to bring the chemistry department to the required and possible level.

Furthermore, Cañada's chemistry department was uniquely impacted by the COVID-19 pandemic due to ever-evolving material needs for online and take-home labs, which resulted in unfocused expenditures while valuable high-performance equipment sat in disuse. Compounding supply-chain stress has made sourcing chemicals and parts more expensive and time-consuming, and the stockroom requires support from faculty that will alleviate them of duties that are not their responsibility. For instance, the chemistry department's extensive collection of professional-grade instruments has sat unused for three years and urgently requires attention. As the maintenance and implementation of these instruments fall outside the purview of stockroom staff responsibilities, we do not have a position on campus that oversees decisions about professional grade equipment, meaning these machines are our (the applicants') responsibility to purpose. While some of this equipment are already up and running, there are more equipment to bring to life. Overall, the immediacy of current departmental needs (both D1 classified and otherwise) create a large volume of duties that, if not addressed, will prolong the disorganized and economically inefficient operation of the department.

In this assessment, this will lead to over-stressed stockroom personnel, fractured lines of communication between the department and the college, unsafe learning and crowded working environments in the student labs, more broken equipment resulting from disuse, increased departmental expenditure, and a lack of student-centered functions. The department is committed to addressing these challenges proactively and seek the committee's support in ensuring the smooth operation and success of the chemistry department.

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

I understand that reallocating FTE is a cost for the college. However, the requested time is a worthy investment. The improvement of the department has already and will continue directly impacting:

- Student involvement in campus activities
- The Chemistry Club was recognized as the best Club in 2024-2025
- Camille Kaslan has been awarded "Advisor of the year".
- Student success rates
- Increases in student registration, enrollment, and retention
- Expenses for laboratory classes involving purchases, student safety, liability, and waste management costs.

According to the Bureau of Labor Statistics¹, the number of jobs in STEM fields is projected to grow by nearly 10% between 2021 and 2031. That's twice the rate of growth for all other occupations. California is the state with the highest employment level in chemistry, with a median annual wage of \$105,560. As society becomes increasingly reliant on technology, there is a growing need for qualified professionals who can work in fields such as engineering, computer science, life and physical science, and occupations requiring scientific or technical knowledge at the postsecondary level. A STEM degree can open up a world of opportunities, and most of STEM degrees require between two and four chemistry courses - all of which we offer at Cañada College.

For the past 3 years, the Chemistry Department at Cañada College has demonstrated a higher course demand, with Course Enrollment at census day from 90% to 100,7% fill. The need for a robust and functional chemistry department should be considered high-priority in the college as being one of the disciplines that support the enrollment. Our efforts will prepare the chemistry department for the high demand and the student success.

Citation Sources

1. <https://www.bls.gov/oes/2023/may/oes192031.htm#st>

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

Dr. Ameer Thompson

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