

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 *

lugoa@smccd.edu

Current or Proposed Position Name: *

Controlled Digital Lending Library Coordinator

Author(s): *

Adriana Lugo and Carlos Luna

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? *

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. *

More reassigned time is being requested to meet the growing demands of managing electronic resources and developing the CDL program. These responsibilities have expanded significantly and now require sustained coordination, technical oversight, and policy alignment across the district. Increasing reassigned time will ensure the Library can maintain service quality and continue supporting faculty and students effectively in an evolving digital environment.

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) *

0.5

Spring (FTE) *

0.5

Total Annual (FTE) *

1.0

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.

-New duty: Manage digital and electronic resources, including research, activation, IT vetting, maintenance, and troubleshooting of eBooks, databases, streaming media, including films, audiobooks and digital reserves to ensure student access and Faculty's curricular support. (40%)

-New duty: Coordinate and work with Library, District, and consortia technical services, systems, and digital services teams to troubleshoot and ensure access to digital resources (including authentication protocols, proxy configuration, etc.) in Alma-D (5%)

-Continue the expansion and management of the Library's Controlled Digital Lending (CDL) program, including digitization workflows, copyright assessment, and equitable access delivery for course and archival materials to support Faculty's curricular needs. (40%)

-Continue to support campus initiatives in Open Educational Resources (OER), Zero Textbook Cost (ZTC), digital scholarship, and equitable access to learning materials. (5%)

-Continue to collaborate with campus partners to identify textbooks and course materials for CDL inclusion, and support copyright, fair use, and TEACH Act compliance. (5%)

-Engage in professional development and leadership to stay current with emerging trends in digital resource management, controlled digital lending, and library technology innovation. (5%)

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? *

Funding this position will allow the Library to fully integrate and expand CDL within our growing suite of electronic resources and services—an important step toward realizing the original goal of this reassignment. CDL aligns closely with other electronic service areas, therefore, continuing and expanding this position will strengthen our ability to support student-centered initiatives such as OER/ZTC and other priorities outlined in the Educational Master Plan (EMP).

Both our EMP's 1.19 goal to reduce or eliminate the cost of textbooks and course materials by ensuring 75% of all course sections utilize Open Educational Resources and so have zero or low cost by 2030 and the Resolution of the Board of Governors CCC Number 2013-18 supporting the burden free instructional materials, heavily impact our work as Librarians. Without this position, we would be struggling to establish a level of service which can support our Faculty, students and staff.

Finally, without this funding, the Library's capacity to sustain and enhance digital services—including faculty support for eBooks, films, databases, and audiobooks—would be limited, slowing our progress toward a more accessible and equitable digital learning environment.

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

In just 2½ semesters at only 0.3 FTE, the Library has built a strong foundation for the CDL program at Cañada—progress comparable to what other colleges have achieved with full-time staff over one to two years. This early success demonstrates both the program's potential and the need for sustained, dedicated support to continue its growth.

We have adapted Creative Commons training materials into Cañada-specific resources, including a CDL Plan, Digitizing Checklist, and Copyright Risk Assessment table; created a comprehensive CDL LibGuide and FAQ aligned with OER/ZTC; established scanning infrastructure and workflows; integrated CDL into the district's acquisitions and OneSearch systems; collaborated on districtwide CDL policies; co-presented on CDL during Flex Days; and successfully launched a pilot project for Anthro 110 course reserves.

These accomplishments highlight the heavy workload tied to electronic resources—now a full-time responsibility (47% eResource evaluation and setup, 20% streaming coordination, 13% tracking and management, 8% troubleshooting, and 12% administrative duties). Continued funding will ensure we can maintain this momentum and expand equitable digital access for students and faculty.

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

Anniqua Rana

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