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 *

maherd@smccd.edu

Current or Proposed Position Name: *

English Department Coordinator

Author(s): *

Doniella Maher

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.

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. *

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) *

0.2 FTE

Spring (FTE) *

0.2 FTE

Total Annual (FTE) *

0.4 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.

⊙ 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.

Department Coordinator Role
**Some of the duties included below were previously spearheaded by the AB1705 coordinator for the last two years. Our plan is to fold them back into the department coordinator position as we did before we had the AB1705 coordination funding. However, some scaling back of the duties will have to happen. We plan to focus on the communities of practice, PD opportunities, and data assessment.

Scheduling and Faculty Evaluation (30%)
 -Coordinate with the dean to identify hiring needs
-Review applications, identify candidates, coordinate and facilitate interviews
-Support new faculty with resources including syllabi, pedagogy, curricula, and assessment strategies
-Work with the dean and faculty evaluation committee to ensure all 14+ ENGL faculty, adjunct and FT, are evaluated according to the schedule and process
-Collaborate with the dean on enrollment including supporting students in the event of course additions and cancellations
-Compile data to identify enrollment opportunities
-With the dean and department, assess the efficacy of differing course lengths and modalities (8 or 12-week semesters; online/f2f/hybrid; morning/afternoon/evening, honors-only vs. cross-listed, etc.)
- Work with the dean and other campus constituents to identify and facilitate collaboration opportunities
-Work with the dean, faculty, and the honors' coordinator to plan honors' sections
- Work with the dean and faculty to prepare for projected scheduling changes post-AB 928 (the Cal-GETC single transfer path), e.g. the likely increase in ENGL 165 and corresponding decrease in ENGL 110 enrollments

Interdepartmental (30%)
-Solicit topics; create, organize, and distribute agendas and minutes; organize logistics for monthly and special (program review; program learning outcome assessment) meetings -Coordinate the SLO and PLO assessments cycles and ensure timely record-keeping
 -Update course outlines of record to match C-IDs in preparation for AB 1111 (Common Course Numbering)
-Facilitate norming activities, nudging all faculty to participate
-Coordinate with student services to facilitate the integration of student supports (retention specialists, EOPS, TRIO, personal counseling, UCC, etc) in our C1000 and C1000E classes
- Coordinate with Dean, Faculty Writing Center Coordinator, and Learning Center staff to facilitate the integration of embedded tutors, peer tutors, writing center orientations, etc.
-Compile, compose, edit, and submit longer-term ENGL projects and reports (program review; resource requests; literature course rotation and innovation)
 -Respond to student challenge petitions
-Research and facilitate professional development opportunities on data analysis and equity gap identification and analysis

-Help plan English department events, including student workshops and campus-wide readings.

Faculty support and PD (20%)
Facilitate FLP peer observation pods (FLP-POPs) for English faculty to:
-Research, develop, adapt, assess, and revise curriculum and pedagogy
-Research and solicit department engagement in external PD opportunities
-Encourage department engagement in internal PD opportunities
-Implement and evaluate innovative ways of teaching and assessing (for example, contract and/or portfolio grading)
-Organize peer observations and collaboration --Attend workshops and other trainings to support student success
-Collaborate with math FLP coordinator and other math faculty on effective interdisciplinary teaching strategies

Districtwide (10%)
- Coordinate with SKY and CSM ENGL faculty to offer a diverse, non-overlapping literature course rotation
-Coordinate with SKY and CSM ENGL faculty on a district-wide approach to supporting students as they traverse our three colleges
- Coordinate cross-district alignment of CPL (credit for prior learning, including exam scores)
• Collaborate on district-wide English/Literature flex sessions

Beyond the district (10%) -Coordinate with the marketing department to publicize course topics and the ENGL major
 -Market ENGL faculty and, by extension, Cañada, by updating our departmental web page with faculty bios
-Coordinate with the marketing department to advertise our literature courses as well as special topics in composition courses -Coordinate with marketing to promote special programs with ENGL components (Puente, Umoja)
-Collaborate with district colleagues to implement and assess innovative strategies to increase success and retention in C1000E (105), C1000 (100), 110 and 165.

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? *

Our department continues to be significantly impacted by AB1705. To ensure that we are able to meet the changing needs of our students and continue to address success gaps, we need time for coordination. The role of the department coordinator is extensive and without that role, we would have to significantly narrow the scope of what we can do. Our faculty work very hard to address the needs they see in their classes, but without guidance and organization from a coordinator, it is unrealistic that this would happen in a comprehensive and concerted way.

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

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

Lisa Palmer

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