

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: *

Online Instruction Coordinator (DE Coordinator)

Author(s): *

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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. *

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) *

0.4

Spring (FTE) *


0.4

Total Annual (FTE) *

0.8

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.

1. Liaison with Curriculum Committee [25% of Time]

- Attend meetings (2-3x/semester).
- Review DE Addenda / Advise faculty to make necessary changes.
- Update DE Addendum resources regularly.

2. Chair & Attend DE Meetings [25% of Time]

- Co-Chair Cañada DEAC (monthly).
 - Co-facilitate meetings.
 - Prepare/manage/share meeting agendas/minutes.
- Tri-Chair Cañada Technology Committee (monthly)
 - Co-facilitate meetings.
 - Prepare/manage/share meeting agendas/minutes.
- Attend District DEAC Meetings (monthly)
 - Represent Cañada campus and provide bidirectional updates.
- Attend DE Coordinator (DECO) Meetings (monthly)
 - Update Cañada teaching and learning community.

- Represent DEAC at the Cañada Academic Senate (2-3x/semester)

3. Plan & Facilitate Cañada DE Program [25% of Time]

- Meet regularly with the distance education team (ASLT Dean, Instructional Designer, Instructional Technologist) to track progress and ensure alignment with the DE Strategic Plan goals.
- Plan and coordinate DE-related Flex Day activities in collaboration with Flex Day Coordinator.
- Coordinate DE-related non-flex day activities.
- Coordinate QOTL offerings, enrollments, facilitation, and payment.
- Participate in updating the QOTL 1 and 2 courses, and share training recommendations.
- Participate in updating other trainings (e.g., QOTL-E and SMCCD Microcourses).
- Track training status and eligibility of online teaching faculty.
- Contribute to the completion of DE Program Review and associated annual updates.
- Contribute to the completion of DE-related accreditation documents (e.g., ISER) and procedures (e.g., RSI review).
- Participate in developing, updating and sharing the DE-related documents such as DE Strategic Plan, DEAC Bylaws, and DE Faculty Handbook.

4. Build & Facilitate Cañada POCR Program [25% of time]

- Lead planning and coordination of the Local POCR Process and its integration with the academic senate and other shared governance bodies.
 - Recruit new faculty to grow Cañada POCR team.
 - Meet regularly with the existing Cañada POCR team.
 - Recruit course contributors and track course review status in collaboration with the instructional designer.
 - Review POCR payments in collaboration with the ASLT division office.
 - Collaborate with the CVC to become the Home & Teaching College. Support the entry of courses into the Course Exchange.
 - Attend CVC-facilitated meetings: POCR norming sessions (2x/semester) and CVC Consortium meetings (monthly).
-

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? *

The DE Coordinator position is essential to the success and integrity of Cañada's Distance Education (DE) program. Working collaboratively with Cañada's DE team and participatory governance bodies, this role provides critical leadership, oversight, and coordination across multiple areas that directly impact accreditation, faculty readiness, and student success. In the absence of this position, the following vital work would not be completed:

--DE Addenda Review (in collaboration with the Curriculum Committee):

This process ensures that all courses offered in any DE modality comply with current policy requirements, particularly in the areas of Regular and Substantive Interaction (RSI) and accessibility. Without this oversight, course approvals and compliance with accreditation standards would be jeopardized.

--Management of DE Training:

The DE Coordinator oversees the QOTL (or equivalent) training required/recommended for all online instructors, ensuring faculty proficiency in online pedagogy, course design, and accessibility, the key components of student success. The position also manages all aspects of the training process and maintains the associated faculty database.

--Ensuring Quality and Accessibility of DE Courses:

As DE course offerings continue to represent nearly 50% of all courses at Cañada, the DE Coordinator plays a central role in maintaining quality standards through the ACCJC's RSI Rubric alignment and the Local POQR process, which depend almost entirely on this position for leadership and coordination.

--Institutional Support and Compliance:

The DE Coordinator is an integral member of the Cañada DE team, which is expanding to meet increasing faculty demand for DE expertise and to address more stringent state and federal requirements for distance education.

Without continued funding for this position, the college's capacity to support DE faculty, maintain DE compliance, close equity gaps and promote student success in online education would be greatly reduced. Continued investment in the DE Coordinator role directly strengthens the quality, consistency, and compliance of Cañada's Distance Education program.

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

During the 2024/25 academic years, the DE Coordinator played a key role in contributing to the distance education (DE) accreditation documents (e.g., ISER) and related procedures (e.g., RSI review). The DE Coordinator has served as a liaison between the ACCJC and Cañada's online faculty, ensuring that instructors were informed, engaged, and supported as they aligned their courses with the RSI Rubric in preparation for the upcoming accreditation review. This work is also closely tied to the development and implementation of clear RSI standards and comprehensive RSI training beyond the formal accreditation process, ensuring ongoing compliance and high-quality instruction.

Note: Many of the duties of this position are to be carried out during the summer, when faculty have increased availability to participate in training and to focus more deeply on the development and refinement of their online courses. Summer availability is therefore essential to completing the required DE and RSI work at the necessary depth and quality.

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

Anniqua Rana

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