

# 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 \*

eslamiehs@smccd.edu

Current or Proposed Position Name: \*

Writing Center Coordinator

Author(s): \*

Salumeh Eslamieh & Maureen Wiley

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) \*

.2

Spring (FTE) \*


.2

Total Annual (FTE) \*

.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.

 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.
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- Research best practices for writing centers and embedded tutor projects at other college campuses
  - On-going meetings and communication with the Learning Center staff (Director, Tutoring Coordinator, and STEM staff) to discuss schedules, log-in system, integration of embedded tutors in tutoring schedule, training of peer and embedded tutors, shared funding/resources, and data-collection systems for peer tutoring, embedded tutor support, and future faculty tutoring
  - On-going meetings and communication with faculty and administrators about the resources available at the writing center.
  - Regular meeting with the Writing Center Instructional Aide (currently Vincent Fitzgerald) to discuss plans for workshops, resource development, tutor training seminars, troubleshooting, marketing to campus parties, etc.
  - Recruitment, Interviews, and training sessions of Instructional Aides and students interested in becoming Embedded Tutors and Peer Tutors.
  - Hosting monthly writing workshops (Zoom/In-Person) for students covering topics like thesis statements, quotations and citations, and essay outlining.
  - Hosting monthly writing workshops (Zoom/In-Person) on student success habits and mental health habit development.
  - Faculty English Drop-In Tutoring at the Learning Center provided by the Writing Center Coordinator each week
  - On-going communication with faculty who will have embedded tutors in their classrooms to support the mentorship that the professors will be giving the assistants
  - On-going support for embedded tutors in regard to curriculum, classroom dynamics, and tutoring strategies,
  - Class orientations in the writing center
  - Coordinate with faculty regarding embedded tutoring needs, including logistics and transmit to learning center/writing center staff/administrators.
  - Coordination between English department coordinator, other department leads, faculty, tutors, and writing center staff/admin

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? \*

If this position were not funded it would disrupt the ASLT division and the English department's hard work at recruiting, training, and supporting peer tutors and instructional aides/embedded tutors in developing a robust support system for students with writing assignments (the overwhelming majority of students). If this position were not funded, there would be a breakdown in communication between the faculty and the support services offered by the Learning Center and a removal of English-specific discipline training as this position serves as a liaison. Ultimately, it would be detrimental to the progress of the Writing Center which has grown significantly in its offerings to students through a full schedule of available peer tutors, resources on Canvas, and workshops offered throughout the semester. In addition, the Writing Center Coordinator anchors the embedded tutoring program for all English courses, especially English C1000E (105).

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

The Writing Center is growing in its presence and community-building environment for Cañada's student body. Our workshops are well attended and students who visit the Writing Center report positive experiences working with our writing coaches. We would greatly appreciate being able to continue to foster the development of this critical campus resource.

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

Anniqua Rana

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