Fall 2021 Reassignment Application

Please note: If approved, all reassignment positions will begin work in Fall 2022, for the Fall 2021 application process.

Current or Proposed Position Name: *

OER/ZTC Coordinator

Author(s): *

Sarah Harmon

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 (https://www.canadacollege.edu/ipc/reassignment-archive.php).

- ⦿ Campus-Wide Position

- ◯ Program/Department Position

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

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

○ New Reassignment Application

◉ Renewal Application

○ Revision to Existing Position Application

Change to Reassign Time Allocation

Are you requesting more or less reassign time than in the past? *

◉ Yes

○ No

Time Change Explanation

Explain why more or less reassigned time is being requested. *

Since the initial submission of the reassigned time, the role of the OER/ZTC Coordinator has grown, and it continues to grow. This position has been or will be a part of a number of participatory governance groups, including but not limited to DEAC (local and/or district), District Teaching and Learning, and Academic Senate Governance Council. Additionally, this position will be overseeing Adopter Program work with faculty and departments, specifically in the grant applications, supporting faculty training, and ensuring that materials adhere to curriculum and accessibility standards. As we go forward in the next 2 years, this position will have a significant increase in workload.

Revisions to Existing Positions

What revisions do you need to request for your current position? *

Amount of Reassignment & Duration

Please report the amount of FTE you are requesting for each term and calculate the total annual FTE. Calculations: 0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester. Each additional unit (0.067 FTE) represents an additional 2.5 hrs/week.

Fall (FTE) *

.6

Spring (FTE) *

.6

Total Annual (FTE) *

1.2

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

4 (2 years - Most Common)   ▼

Position Responsibilities

Instructions for Duties List

-We recommend writing your duties list in a simple bulleted list. To do this in this form, use dashes as bullets, and hit enter to space each list item.

-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.

-Please refer to the list of D1 duties (https://www.canadacollege.edu/ipc/Appendix_D1.pdf) and make sure that the duties of this position do not overlap with any D1 duties.

-If you're submitting a RENEWAL application, please note that you can reference past applications (https://canadacollege.edu/ipc/reassignment-archive.php) for your position and copy and paste that duties list to revise here.

Example Duties List - College-Wide Position

-Promoting a culture of instructional assessment campus-wide by:
--Helping faculty find meaningful results through the effective design and analysis of assessment methods; and
--Offering assistance and training to individuals and departments; and
--Serving as a voting member of IPC; and
--Attending and participating in meetings supporting program review (e.g., PBC Program Review Work Group).
[Approximately 50% of time allocation[

-Facilitating and managing local assessment cycle by:
--Communicating with faculty regularly regarding their assessment plans; and
--Facilitating the implementation of the local assessment cycle college-wide; and
--Managing the assessment cycle process and all materials required; and
--Eliciting feedback and propose changes to cycle.
[Approximately 30% of time allocation]

-Providing the college with assessment expertise by:
--Attending workshops and conferences on assessment best practices and accreditation-related topics; and
--Attending division and/or department meetings; and
--Sharing this expertise via Flex Day, workshops, and the like;.
[Approximately 10% of time allocation]

-Collaborating with Accreditation Liaison Officer and designated work groups/taskforces related to assessment to:
--Contribute to accreditation reports; and
--Ensure assessment work aligns and complies with ACCJC standards and processes.
[Approximately 10% of time allocation]

Example Duties List - Program/Department-Wide Position

Cañada's current ESL department work around AB705 implementation for ESL:

--Align ESL courses with ESL Pathway as it relates to the AB705 mandates
--Create an ESL Pathway that gives the students the tools to succeed and continue pursuing certificates and degrees.
--Review and update ESL Course Outlines and curriculum to make sure that off campus-beginning classes transition to on-campus advanced ESL.
--Work with English Department to connect our Pathway.
[Approximately 30% of time allocation]
--Collaborate with other departments to ensure students are succeeding.
[Approximately 5% of time allocation]
--UC/ CSU GE (Humanities Area) transferability for ESL 400 (although still not TLC)
--Disseminate and share information with ESL Department and Cañada College and the various departments that will be involved in the implementation of this mandate
[Approximately 20% of time allocation]
--District meetings with Vice Chancellor Aaron McVean to discuss action plan
--Biweekly meetings with ESL faculty at CSM and Skyline
[Approximately 20% of time allocation]

Additional work for Spring 2020:
[Approximately 25% of time allocation]

--Continued work on placement of students using multiple measures or other approved placement methods (without high school transcripts, which are rarely available for our students; all 3 ESL departments are advocating for a placement test)
--Regular meetings with PRIE to inform gathering student info and data
--Coding ESL courses (CB21 coding)
--Aligning CB21 coding with adult schools
--Creating an action plan
--Collaboration across campus to implement new procedures and policies for Fall 2020

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

Please refer to the list of D1 duties (https://www.canadacollege.edu/ipc/Appendix_D1.pdf) and make sure that the duties of this position do not overlap with any D1 duties. Also, please note that this list is meant to be a general overview of the responsibility of this position, and it is not meant to be a daily plan of all work.

These are the same duties as the previous application, although they have been greatly expanded to encompass the ways that this position is required to grow, in order to maintain and grow the program.
--Outreach such as workshops, marketing, emails, and online videos and guides to faculty and students to increase knowledge of OER and ZTC (2-3 hours per week);
--Through the ZTC Adopter Program, work with faculty to convert their courses to ZTC, focusing on how Diversity, Equity, and Inclusivity (DEI) can be a primary focus for course materials (3-4 hours per week);
--Co-chair the Academic Senate Textbook Affordability Subcommittee (TAS), leading monthly TAS meetings, working on the TAS newsletter, and attending all Academic Senate meetings (2-3 hours per week);
--Evaluate and assess effectiveness of OER resources used in courses during textbook adoption cycles (1-2 hours per week);
--Collect and analyze data on student metrics, faculty and student attitudes towards OER and ZTC, and other data collection and analysis, using surveys, focus groups, and quantitative data. (2-4 hours per week);
--Apply for and manage grants that directly address course materials and OER/ZTC adoption (2-4 hours per week);
--Act as ASCCC OERI Liaison, and perform all duties associated with that task (https://asccc-oeri.org/oeri-liaison/) (1 hour per week)
--Meet regularly with SMCCCD OER/ZTC colleagues to plan and implement district-wide plans, flex day activities, and other activities and grants (1-3 hours per week).
--Under Appendix D1, this falls outside of the normal duties of instructional faculty, as the work that needs to be performed is done outside of the typical teaching duties. Additionally, while the ZTC/OER Coordinator would also be the Academic Senate OER Liaison, the stipend afforded that position from State Academic Senate does not compensate for the time needed to perform all of these duties. For these reasons, release time would be needed for the ZTC/OER Coordinator so that all of the duties can be performed.

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 (https://canadacollege.edu/prie/canada-collaborates.php).

☐ EMP Goal #1: Student Completion/Success - Strategic Initiative #1 (Develop Clear Pathways): Develop academic pathways and provide integrated support services that begin in high school, transition to college and complete with a certificate, degree and/or transfer.

☑ EMP Goal #1: Student Completion/Success - Strategic Initiative #2 (Improve Student Completion) Improve completion by developing and implementing a comprehensive college-wide approach to enrollment management, student retention, and course scheduling

☑ EMP Goal #1: Student Completion/Success - Strategic Initiative #3 (Implement Promise Scholars Program) Develop and implement a 2-pronged Promise Program to address 'scholarship and academic support' in addition to 'personal student financial support' to minimize the barriers caused by enrollment fees, cost of textbooks, parking fees, transportation, child care, food and housing insecurity

☑ EMP Goal #1: Student Completion/Success - Strategic Initiative #4 (Expand Cohort Bridge Programs) Expand and extend cohort bridge programs to students beyond their first year of study

☐ EMP Goal #2: Community Connections - Strategic Initiative #1 (K-12 & Adult School Partnerships) Collaborate with Pre-K-12 to Adult School partners to promote relationships, seamless transitions, and alignment of pathways

☐ EMP Goal #2: Community Connections - Strategic Initiative #2 (Connect Students with Internships and Mentorships) Develop and support student internships, service learning opportunities, mentorships to improve connection of students to local organizations and employers

☐ EMP Goal #2: Community Connections - Strategic Initiative #3 (Create an Alumni Network) Create a Cañada College alumni organization to promote success stories, to engage successful community members, and to explore development opportunities

☐ EMP Goal #2: Community Connections - Strategic Initiative #4 (Build Relationships with Employers) Establish structures and resources to initiate and build relationships with local businesses and industries for developing institutional partnerships

☐ EMP Goal #2: Community Connections - Strategic Initiative #5 (Enhance Marketing) Expand and enhance marketing of transfer and career technical education (CTE) opportunities

☐ EMP Goal #2: Community Connections - Strategic Initiative #6 (Hold On-Campus Events) - This strategic initiative is on hold during the COVID-19 emergency campus closure

☐ EMP Goal #2: Community Connections - Strategic Initiative #7 (Partner with 4-Year Colleges and Universities) Enhance and invest in 2+2 relationships with 4-year universities.

☐ EMP Goal #3: Organizational Development - Strategic Initiative #1 (Implement Professional Learning Plan) Implement the Professional Learning Plan and establish a robust college-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that support student success and promote equity

☐ EMP Goal #3: Organizational Development - Strategic Initiative #2 (Implement Guided Pathways) Implement Guided Pathways-like design principles to help address equity gaps

☑ EMP Goal #3: Organizational Development - Strategic Initiative #3 (Create Process for Innovation) Create robust processes and support for developing new academic programs/curricula including innovations that address geographic and logistic barriers to access

☑ EMP Goal #3: Organizational Development - Strategic Initiative #4 (Promote a Climate of Inclusivity) Promote a campus culture that fosters a climate of inclusivity

☑ EMP Goal #3: Organizational Development - Strategic Initiative #5 (Institutionalize Effective Structures to Reduce Obligation Gaps) Institutionalize effective structures and best practices of HSI (Hispanic-Serving Institutions) and AANAPISI (Asian American and Native American Pacific Islander-Serving Institutions) in order to reduce the obligation gap

☐ EMP Goal #3: Organizational Development - Strategic Initiative #6 (Update the Facilities Master Plan) Revise the college's component of the Facilities Master Plan to identify and address space and facilities needs that arise out of implementing this 2017-2022 EMP

Final Questions

How would your program be impacted if this position is not funded? *

The OER/ZTC gains that we have made over the last 2 years would be severely negatively impacted should this position not be funded, and at a much lower level. Currently, the work is being done at .2 release time, but it is not enough. There are more state- and federal-backed grant opportunities that are coming in the next 2 years, along with other opportunities for faculty to revisit their courses—and their course materials—in ways that promote diversity, equity, and inclusion. This work is central to the College's overall goals, as well as those of the District. Additionally, there is enrollment data, success/retention data, and other data that need to be collected and analyzed; these data and analyses are crucial to continue encouraging faculty to consider course material costs, to support faculty with compensation as they change their course materials and lesson plans, and to apply for more grant opportunities. Without a dedicated coordinator at .6 release time, this work would fall by the wayside

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

In the last 2 years, Cañada has gone from a college that had no organization of OER/ZTC efforts to one of the leaders in the state. The Coordinator has worked to streamline processes with respect to textbook adoption and course material cataloguing, along with ensuring that our courses are accurately represented on WebSchedule with respect to course material costs. While there is more work to do, we went from having very few of our courses be labeled in WebSchedule in Spring 2019, to now having over 60 sections for Fall 2021 being correctly labeled with respect to ZTC and Low-Cost (under $40). We can now accurately report how much money students are saving by taking courses that have either zero textbook cost or much-lower cost: Summer 2021 = 431 students enrolled, $41,050 estimated savings, with 6 unique faculty members; Fall 2021 = 1,400 students enrolled, $136,200 estimated savings, with 30 unique faculty members. These data are the direct result of the work of the Coordinator, who has been doing the outreach and data collection necessary to ensure that we know the data. And there is so much more to do!

The work of the current ZTC/OER Coordinator, along with her colleagues at our sister colleges, has been recognized by ASCCC OERI; we have been asked to host various webinars and speak to the power of engaging faculty in positive pedagogical/andragogical practices. This work has also been recognized by the SMCCCD Board of Trustees and the District Office, which has yielded in $1.25M in funding for ZTC infrastructure, with the hope that this will be institutionalized in the very near future. We have become leaders in these discussions, and students are seeking our ZTC courses as a result.

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

Dean David Reed, ASLT; VP Tammy Robinson

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Google Forms

Reassignment Application Final Recommendation Form

Be sure to fill this form out for each of the applications received for the departments and/or programs that you supervise. Your feedback will be attached to the corresponding application, which will then be will be shared with IPC and posted on the IPC webpage.

Position Name (As Listed on the Application) *

OER/ZTC Coordinator

Supervisor's Final Recommendation *

- ◉ Fully Support Application
- ◯ Support with Reservation
- ◯ Do Not Support (Explanation Required)

Comment or Explanation:

We have received some funding from the district Free College Initiative and we will leverage that support to complement this assignment.

Signature *

Enter your name below as your signature.

David Reed

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