

Fall 2023 Reassignment Application

Please note: If approved, all reassignment positions will begin work in Fall 2024, for the Fall 2023 application process.

Email *

kaslanc@smccd.edu

Current or Proposed Position Name: *

Chemistry Department Co-Coordinator

Author(s): *

Camille Kaslan, Sol Parajon Puenzo

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. *

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) *

0.20

Spring (FTE) *

0.20

Total Annual (FTE) *

0.40 (total reassign time split 50% between two applicants)

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/docs/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.

Position Objective: Lead and organize departmental and divisional initiatives to foster a growth mindset among faculty and staff, with a focus on student retention, safety, and success.

Position Responsibilities (organized by work outcomes):

1) Promote a well-functioning and responsive chemistry department that optimizes faculty collaboration, onboarding processes, and adaptation to changing circumstances while meeting necessary administrative requirements. [Approximately 20% of time allocation]:

- Facilitate collaborative communication amongst the chemistry faculty and streamline interactions with the stockroom and division head.
- Develop a departmental onboarding program for adjunct faculty in the department.
- Create and communicate a clear procedure wherein all non-standard departmental purchases, requests, facilities etc. before being sent to the Dean for final review.
- Work cooperatively with the dean in the improvement of enrollment; design a schedule that fulfills the post-COVID needs of students, staff and Faculty.
- Coordinate and optimize the division of labor and responsibilities within the department for B duties. Example: Annual Program Plans and Program Reviews.

2) Align students' learning experience with industry standards and increase intradepartmental student support [Approximately 50% of time allocation]:

- Facilitate communication in the department and at the district level to establish an homogenous general - organic chemistry series.
- Develop collaborative, intradepartmental partnerships to build more comprehensive student service initiatives in the division.
- Coordinate in the department and with other departments in the division to develop student-centered activities that provide sense of belonging, and support.
- Facilitate institutional changes designed to support chemistry students with limited access to campus.
- Advise students on possible career opportunities.

- Organize and execute outreach activities to increase enrollment.

 - Coordinate new student support programs that operate both inter-semester and throughout the semester.

 - Seek, screen and recruit embedded chemistry tutors for all chemistry courses, educational research and new student support programs.

 - Seek and coordinate support and funding inside and outside the institution to improve students opportunities.

 - 3) Construct a safer, more functional selection of chemicals and high-performance equipment for use across all chemistry course offerings. [Approximately 30% of time allocation]:

 - Develop pathways that integrate the use of pre-existing, non-instructional and high performance/industry-standard equipment in our chemistry program.

 - Coordinate a departmental plan to reduce the cost and/or quantity of compounds implemented in chemistry classes and interdepartmental/community activities.

 - Coordinate a departmental plan to reduce harmful and environmentally toxic compounds implemented in chemistry classes, interdepartmental and community activities, and/or replace them with compounds that follow the "green chemistry" principles.

 - Participate in activities that could benefit the department and division materially and economically.

 - Seek, screen and recruit student assistants for the stockroom.

 - Coordinate with stockroom staff to build and execute student employee trainings including, but not limited to: Cal OSHA and safety protocols, stockroom assistant training, and standard stockroom/lab operating procedures.
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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 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? *

A series of compounding circumstances have left the chemistry department in a state of near non-functionality. In addition to the COVID-19 pandemic, the premature retirement of the previous full-time faculty member 18 months prior to our hiring left a void in established department activities and plans. As the sole full-time instructors in the chemistry department - both recently hired as of 01/12/23 - we find ourselves facing a unique challenge in bringing the chemistry department to peak performance. The department's current requirements require us to promptly handle a substantial workload of Group B duties, crucial for simultaneous execution alongside our D1 duties. This shift in priorities provides us with the chance to tackle overdue tasks outside the D1 list.

For example, at the onset of the COVID-19 pandemic, all student support services provided by the department dwindled, including previously established activities and departmental plans were abandoned due to the retirement of the previous full-time faculty member. After working with Cañada chemistry students, we are acutely aware of the need to support their success in chemistry courses. Chemistry can be a challenging discipline, and many students feel uncertain even before their first day of class. With the appropriate support, we believe we can significantly improve the retention, success rate, and the average grades of our students.

Additionally, most laboratory courses reverted back to in-person instruction in the preceding academic year, throughout which there were no full time faculty in the chemistry department present to facilitate this change. While the adjunct faculty have made great efforts to keep classes functional, department organization (and thus operation) has suffered as a result of the prolonged lack of centralized leadership, evolving a diminished post-pandemic department. We have graciously volunteered time to the college by beginning to remedy these issues during our Contract 1 employment period, which has exceeded our current contractual duties. However, these tasks are required to have a functional department, and an expanse of work in addition to what we have volunteered remains to re-build the chemistry department.

Furthermore, Cañada's chemistry department was uniquely impacted by the COVID-19 pandemic due to ever-evolving material needs for online and take-home labs, which resulted in unfocused expenditures while valuable high-performance equipment sat in disuse. Compounding supply-chain stress has made sourcing chemicals and parts more expensive and time-consuming, and the stockroom requires support from faculty that will alleviate them of duties that are not their responsibility. For instance, the chemistry department's extensive collection of professional-grade instruments have sat unused for three years and urgently requires attention. As the maintenance and implementation of these instruments fall outside the purview of stockroom staff responsibilities, we do not have a position on campus that oversees decisions about professional grade equipment, meaning these machines are our (the applicants') responsibility to purpose.

Overall, the immediacy of current departmental needs (both D1 classified and otherwise) create a large volume of duties that, if not addressed, will prolong the disorganized and economically inefficient operation of the department. In our assessment, this will lead to over-stressed stockroom personnel, fractured lines of communication between the department and the college, unsafe learning and crowded working environments in the student labs, more broken equipment resulting from disuse, increased departmental expenditure, and a lack of student-centered functions. We are committed to addressing these challenges proactively and seek the committee's support in ensuring the smooth operation and

success of the chemistry department.

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

We understand that reallocating FTE is a cost for the college. However, the requested time is a worthy investment. The improvement of the department will directly impact:

-Student success rates

-Increases in student registration, enrollment, and retention

-Expenses for laboratory classes involving purchases, student safety, liability, and waste management costs.

According to the Bureau of Labor Statistics (citation below), the number of jobs in STEM fields is projected to grow by nearly 10% between 2021 and 2031. That's twice the rate of growth for all other occupations. In 2021 the Median annual wage for STEM occupations was \$95,000 vs \$40,000 for non-STEM occupations. As society becomes increasingly reliant on technology, there is a growing need for qualified professionals who can work in fields such as engineering, computer science, life and physical science, and occupations requiring scientific or technical knowledge at the postsecondary level. A STEM degree can open up a world of opportunities, and most of STEM degrees require between two and four chemistry courses - all of which we offer at Cañada College.

While there is a general depression in enrollment at the college and district level, the Chemistry Department at Cañada College has demonstrated a higher course demand, with Annual Course Enrollment in 21-22 of 740; while pre-pandemic Annual Course Enrollment in 18-19 and 19-20 was 614 and 620. The need for a robust and functional chemistry department should be considered high-priority in the college as being one of the disciplines that support the enrollment. Our efforts will prepare the chemistry department for the high demand and the student success.

Citation Sources:

<https://www.bls.gov/emp/tables/stem-employment.html>

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

Dr. Ameer Thompson

This form was created inside of Skyline, Cañada and College of San Mateo.

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 shared with IPC and posted on the IPC webpage.

Position Name (As Listed on the Application) *

Chemistry Department Co-Coordinator

Supervisor's Final Recommendation *

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

Comment or Explanation:

This application has my full and enthusiastic support. By circumstance, Profs. Kaslan and Puenzo have been tasked with leading a department that had no full-time faculty when they joined. Their proposed scope of work will bring much needed cohesion to the chemistry department.

Signature *

Enter your name below as your signature.

Ameer Thompson

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