

Fall 2023 Reassignment Application

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

Email *

shankars@smccd.edu

Current or Proposed Position Name: *

AB1705 Math Lead Faculty

Author(s): *

Sumathi Shankar

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) *

0.2 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

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.

- Research and facilitate professional development opportunities on: (30% time)
 - Data analysis (SAFE–Statistical Analysis for Faculty in Math)
 - Equity gap identification and analysis–why do they exist, and what can we do?
 - Innovative pedagogy, culturally relevant curricula, effective assessment
 - Provide training, resources to math faculty to better adapt to changes brought by AB1705

 - Organize FLP peer observation pods (FLP-Lesson Studies) for Math faculty to: (30% time)
 - Research, develop, adapt, assess, and revise curriculum and pedagogy
 - Implement and evaluate innovative ways of teaching and assessing 225/825
 - Organize peer observations and collaboration
 - Consider revising Math Jam

 - Collaborate with district colleagues on implementing and assessing innovative strategies (20% time)
 - Attend workshops and other opportunities that will help with student success post AB 1705.
 - share information.
 - Coordinate with student services to augment support

 - Work with PRIE to assess all of the above, to improve student outcomes (20% time)
-

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? *

AB1705 will directly impact:

- Math department
 - this will impact the type and number of courses (and sections of each course) offered
 - put additional pressure on math faculty to support students who will be directly placed in Math 251 or Math 241
- Students will find themselves in Math 251 or Math 241 in their very first semester. Many of them may need a lot more support academically than students admitted before AB1705
- Student success in other subjects such as Physics, Chemistry, and Computer Science would be impacted by their success/struggles in Calculus. This would impact all of BSTEM.
- Math department will be hiring two new full-time faculty who will need a lot of support, training and resources to be able to provide students with high quality, effective instruction so students can succeed in transfer level math courses.

Not having this position funded would adversely affect:

- Faculty by not providing them the support they need to help students successfully complete their courses and transfer to a four-year university in a timely manner.
- Faculty need professional development opportunities (such as FLP lesson studies etc) to collaborate with each other and with faculty across the district and explore new innovative methods of teaching that would support equity and inclusion in their classrooms and help students succeed in college level math classes.
- Not having Math Jam will mean that students have less support and fewer resources to help them succeed. This could result in students struggling in these classes.

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

Math jam was an award-winning program that has helped several students get a head start on their math classes. With changes resulting due to AB1705, students will be placed in transfer level math courses such as Business Calculus (math 241), Calculus I (Math 251) etc. Students need a lot of support throughout the semester which can be achieved by revising Math Jam.

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

Dean: 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) *

AB1705 Math Lead Faculty

Supervisor's Final Recommendation *

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

Comment or Explanation:

Signature *

Enter your name below as your signature.

Ameer Thompson

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Comment or Explanation:

This position will help respond to the State expectations to:
use these funds as follows (per Education Code 78213.2(e)): (1) Faculty release time to design, implement, and evaluate corequisite transfer-level mathematics/quantitative reasoning courses at scale. (2) Professional development for faculty, including subject pedagogy, classroom climate, and corequisite implementation, including evaluation and iterative improvement of the effectiveness of the professional development. (3) Creation, implementation, and evaluation of concurrent supports or support services to increase throughput rates for transfer-level mathematics/quantitative reasoning and English courses. (4) Faculty release time to redesign, implement, and evaluate certificate and associate degree pathways to ensure mathematics/quantitative reasoning and English courses associated with the pathways are transfer-level courses.

Signature *

Enter your name below as your signature.

Anniqua Rana (Interim Dean, ASLT)

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