

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: *

Umoja Faculty Coordinator & Program Faculty

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 (<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) *

0.4 Faculty Coordinator, 0.067 Program Faculty x2

Spring (FTE) *

0.4 Faculty Coordinator, 0.067 Program Faculty x2

Total Annual (FTE) *

1.068

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

6 (3 years) ▼

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.

Umoja Faculty Coordinator Responsibilities:

1. Outreach/Inreach

- Regular team meetings
- Student Recruitment
- Faculty Recruitment
- Marketing – materials, website, flyers and social media
- Continue to collaborate with campus support programs – COLTS, Promise, EOPs, Puente, SparkPoint, TRIO, CalWORKs
- Email communications with current and new Umoja students
- Continued integration with our Black Student Union (BSU)
- Finalize creation and coordination of our mentor program
- Maintain communication with campus partners
- Serve as a liaison to the community and interested groups in our Service Area
- Continue to work with Black Students Matter (BSM): Equitizing the Mattering of ALL Students Committee (Umoja advisory group)
- Maintain canumoja@smcccd.edu email communications
- Work closely with college Outreach and Marketing departments to maintain active partnerships

2. Team Collaboration

- Program Review/Reports – to meet annual goals and monitor resource allocations
- Data collection and analysis – focus on retention and success
- Continue to develop and expand Umoja course schedule (cohorted +)
- Collaborate with Umoja counselor, program faculty and program PSC
- Collaborate with Colts-Con/Orientation (summer bridge program)
- Serve as a resource to faculty and deans working with Black students
- Attend ACES meetings and provide monthly updates regarding Umoja and BSM
- Work closely with PRIE in order to collect and maintain all applicable data
- Meet regularly with Program dean
- Develop budget with Program dean
- Evaluate and assess Umoja Program with Program dean and Umoja team

3. Program Events & Activities –

- Continue to collaborate with Umoja Programs at CSM and Skyline
- Plan events and activities (on and off campus)
- Plan field trips
- Upgrade and maintain (temporary) Program space (Social Sciences Hub and Honors Center)
- Attend annual Umoja Community Statewide student conferences
- Maintain Program space to support events, activities and support networks

4. Professional Development

- Trainings – lead and organize: Professional Development – College and Umoja Community Statewide
 - Attend annual SLI Umoja Community Statewide conferences
 - Mentor members (students and faculty)
5. Student Services
- Work closely with Program counselor and PSC to email, text and call (communicate) with current and new Umoja students
 - Work with Program counselor and PSC regarding all recruitment efforts
 - Work closely with Program counselor and PSC for onboarding and orienting students to the Umoja Program
 - Work with Program counselor and PSC to help students in register for classes, applying to colleges, transfer and/or earning their AA/AS
 - Collaborate with Program counselor and PSC to support students in achieving their academic/career goals
6. Program Operations
- Umoja Community Statewide Program Application
 - Work with Umoja Community Statewide
 - Continue developing and monitoring Program budget with dean support
 - Evaluate Program – development and assessment of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs)
 - Complete comprehensive program review, annual updates, and resource requests
 - Attend mandatory Umoja Community Statewide trainings and symposiums
 - Maintain student attendance records (minimum Program requirements)
 - Create meeting agendas, maintain meeting minutes and other Program documents
 - Identify and maintain Program space on campus
 - Continually work with Program dean for long-term planning

Umoja Program Faculty Responsibilities:

1. Outreach/Inreach
 - On-campus outreach
 - Off-campus outreach (community and schools)
 - Commit to offering assigned core course(s) on a regular Umoja cycle
 - Apply retention practices to assigned Umoja classes
2. Team Collaboration
 - Continue to contribute to a learning community
 - Mentor member (students and faculty)
 - Attend Umoja team meetings
 - Help identify tutors and mentors
3. Program Events & Activities
 - Help plan, attend and promote Umoja student activities, events and fieldtrips
4. Professional Development
 - Umoja advisory group member (BSM Committee)

- Attend mandatory Umoja Community Statewide trainings and conferences
 - Continue to receive training in Black curriculum and African based pedagogy
 - Continue to apply training principles/ideas to courses
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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 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 following goals would not be met:

Goal #1: Actualize our college mission and vision objectives with equity at the core.

- The Umoja Program supports specific equity goals of closing equity gaps for Black students by directly supporting their success, retention and academic/career/life goals.
- The Umoja Program was designed to support our institution in their ant-racism efforts.

Goal #2: Strive to improve the achievement and success of our Black students by offering a plethora of Umojafied classes throughout the GE pathway.

- Work with Guided Pathways to create an Umoja pathway
 - Create a peer mentor program
 - Provide an holistic approach for Black student support (teaching + student services + counseling)
- Goal #3: Create a broad community of practice that provides a district-wide equitized network for our shared Black students.

- Umoja Program District-wide activities/events
- Umoja Program students invited to serve on the District Anti-Racism Council (DARC)

Goal #4: Work with community entities and members to further our college's connections in our service area of East Palo Alto.

- Increase the number of students from East Palo Alto at our college
- Make meaningful connections with the East Palo Alto community
- Network with influential community members to deepen our roots

Goal #5: Integrate the Umoja Program with other campus support programs and student groups:

- Community of Learning Through Sports (COLTS), Promise, EOPS, Cal Works, Spark Point, Eso Adelante, PUENTE,
- Black Student Union (BSU) & Associated Students of Community College (ASCC)
- Provide orientation welcome packet, book vouchers, transportation assistance and field trip opportunities

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

The Cañada College Umoja Program greatly benefits both students and college personnel—faculty, staff, and administrators—through continuous and regular professional development and personal growth opportunities. Besides specific Umoja program training our college community will find the Umoja program as a resource, serving everyone in meeting our college’s antiracism mission. More directly, faculty will be able to take advantage of program specific professional development training as well as rely on Umoja Program associated faculty for support as they develop their expertise in teaching students of color. Exposing our teaching community to Pan-African pedagogical practices, the Umoja Program will work toward educational equity helping faculty to sufficiently “Umojafy” their teaching—and potentially become part of the official program faculty network. Additionally, one objective of the program is to create an Umoja roadmap of general education courses not only to serve Umoja Program students but also to create an Umoja campus network of faculty, staff and administrators whose inclusive, equity minded practice will benefit all students.

Additionally, Umoja’s interconnectedness to the Black Students Matter (BSM): Equitizing the Mattering of ALL Students Committee will further serve as a consistent resource for faculty in regards to updating/adjusting syllabi, CORs, class content, use of instructional and support resources, and developing interpersonal connection. We will create a safe space where college stakeholders can share effective practices. Umoja will provide a supportive environment in which teaching and learning are at the core.

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

*

James Carranza

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) *

Umoja Faculty Coordinator. Umoja Program Faculty

Supervisor's Final Recommendation *

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

Comment or Explanation:

Having worked closely with Lezlee Ware and team in developing the program model and thinking through the various components, we are requesting a three-year reassignment period which will correspond with the comprehensive program review cycle, which will allow adequate time to implement and assess the program. I am confident that Lezlee and I will create a work plan and calendar to best organize and utilize the time as the Umoja team develops a sustainable, successful program.

Signature *

Enter your name below as your signature.

James Carranza, Dean, HSS

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