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.

* Indicates required question

1. Email *

2. Current or Proposed Position Name: *

3. Author(s): *

4. 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.

   Mark only one oval.

   ◯ Campus-Wide Position

   ◯ Program/Department Position

5. How is this position expected to be funded?

(Please note: IPC makes recommendations on any position that involves general college budget funds.)

Mark only one oval.

○ Grant funded only

○ General college budget (Fund 1)

○ Mix of grant funds and general college funds

6. 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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7. 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.

Mark only one oval.

○ New Reassignment Application   *Skip to question 11*

○ Renewal Application   *Skip to question 9*

○ Revision to Existing Position Application   *Skip to question 8*

Revisions to Existing Positions

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

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Change to Reassigned Time Allocation

9. Are you requesting a change in position reassigned time to an existing position? *

(This would be a request for more or less reassigned time.)

Mark only one oval.

◯ Yes   *Skip to question 10*

◯ No   *Skip to question 11*

Time Change Explanation

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

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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.

11. Fall (FTE) *

_____

12. Spring (FTE) *

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13. Total Annual (FTE) *

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14. 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.

⊙ Dropdo

- For examples of different length positions and positions that might be similar to your request, refer to the IPC Past & Present Positions website (https://www.canadacollege.edu/ipc/reassignment-archive.php).

Mark only one oval.

◯ 1 semester

◯ 2 semesters (1 academic year)

◯ 3 semesters

◯ 4 semesters (2 academic years - Most Common)

◯ 5 semesters

◯ 6 semesters (3 academic years)

◯ 7 semesters

◯ 8 semesters (4 academic years)

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 t[...]
   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 th[...]
[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 t[...]
  ensure that no previously listed reassignment duties have not become primary assignment Appendix [...]
  duties.

C) The **most common issues with submitted duties list** is including a task that is covered in Appendix D. He[...]
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 cours[...]
  and programs; develop new courses as needed."
- Writing, revising, and submitting curriculum is an Appendix D duty and so it cannot be a reassigned du[...]
  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[...]
  "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/organize[...]
  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.)
1) Serve as faculty representative tri-chair of the Equity and Antiracism Planning Council (EAPC)-
[Approximately 25% of time allocation]

-Ensure the Equity and Antiracism Council (EAPC) fulfills its responsibilities to create and monitor the
SEA Program Plan metrics and the larger equity and antiracism goals of the college, especially as they
relate to faculty and instruction.
-Collaborate with co-chairs to prepare and submit regular reports to PBC on the College's effectiveness in

implementing the Equity Plan, achieving college goals related to closing equity (and obligation) gaps and responding to college initiatives and projects related to antiracism.

-Collaborate with tri-chairs to build capacity for achieving our equity and antiracism goals. For example: develop and provide committee / council member orientations, ongoing training opportunities, and rubrics and other materials to committee / council members.

-As needed, submit a Comprehensive Program Review or Annual Update as a part of the college's regular evaluation and resource request process related to equity and antiracism initiatives of the college.

2) Serve in a campus leadership capacity on matters pertaining to equity and antiracism, especially as they relate to faculty and instruction: **[25% of time allocation]**

-Serve as a member of the Instructional Planning Council (IPC)
-As needed, attend and participate in meetings with other participatory governance bodies, especially the Planning and Budgeting Council (PBC) and Academic Senate.
-Attend Division meetings as needed to further the work of EAPC and the College Equity and Antiracism Plan.
-Attend college-wide strategic planning meetings, such as the Leadership Retreat.
-Collaborate with other campus initiatives, grants, work groups, and programs (AB1705, DHSI, ANAPISI, and MESA grants, PDPC, Cultural Center, FTLCL, ASCC, GP Interest Areas, etc..), to support and advance equity and antiracism goals, especially as they relate to faculty and instruction.
-Collaborate with college administrators and the PRIE Office to ensure the College is in compliance with state regulations, federal rules, and other guidelines specific to student equity, accreditation processes, and other relevant accountability mandates.

3) Provide leadership in professional development focused on equity and antiracism, especially as it relates to faculty and instruction **[Approximately 40% of time allocation]**

-Collaborate with the college Professional Development Planning Committee, Teaching and Learning Coordinators, Instructional Technology, and others to develop and provide relevant, high-quality professional development opportunities and materials that address inequity, racism and bias in teaching and learning practices, curriculum design, and pedagogy.
-Collaborate with the Office of Planning, Research and Institutional Effectiveness (PRIE) to conduct and pres the results of inquiry into equity in student access, success and completion as well as the design and results of evaluations of interventions to address inequity, racism and bias on campus.
-Collaborate with co-chairs and others to identify and promote participation in highly relevant and effective District and outside conferences and trainings, such as IDEAL, NCORE, CORA Courses, and others.

4) Communicate effectively and regularly with all relevant constituencies regarding college equity and antiracism initiatives, progress, and goals. **[Approximately 10% of time allocation]**

-Regularly review, update and maintain (keeping all information accurate and current) the College EAPC website.
-Respond to requests for information.

-Facilitate collaboration on equity initiatives across campus to eliminate work silos.
-Monitor and help share-out updates, memos, and guidance on the SEA Program.

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.)

-Outreach to community partners to offer and set up ESL classes. **(20% approx.)**

-Secure agreements and facilities to offer ESL classes in the communities where our students live, currently in North Fair Oaks, East Menlo Park, Pescadero (also East Palo Alto and Half Moon Bay in previous semesters). **(10% approx.)**

-Provide workshops to help students complete the college application and Board of Governors' Fee Waiver forms on the first day/evening of every off-campus ESL classes and welcome students.**(10% approx.)**

-Lead College Information and Proactive Registrations and ID Events for all off-campus ESL classes every semester to bring students with the faculty and ESL SLAMmers to campus so that students can pay their fees, participate in an orientation session with the ESL counselor, take a campus tour, get their student IDs, and if time permits, to visit an ESL class on campus. **(10% approx.)**

-Set up and lead monthly ESL Dept. meetings. Organize agendas for meetings. **(20% approx.)**

-Organize textbook adoptions and look at ways to offer non-textbook options. **(10% approx.)**

-Represent the department on campus wide committees and councils. **(10% approx.)**

-Meet with administrators to share specific needs of the ESL students. **(15% approx.)**

-Set-up meetings with District ESL faculty and serve as the lead for our college. **(5% approx.)**

15. Guided by the format of the 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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16. 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).

Check all that apply.

☐ 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

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

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

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

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Google Forms