

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: *

Business Department Coordinator

Author(s): *

Candice Nance

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

Spring (FTE) *

0.2

Total Annual (FTE) *

0.4

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

8 (4 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.

Position Responsibilities - Business Coordinator

A. Student-centered scheduling | Approximately 30% of time allocation

- Prepare the business department class schedule for fall, spring, and summer sessions in coordination with the dean
- Coordinating with full-time and part-time faculty regarding availability, experience, and preference for course assignments
- Addressing changes in schedule assignments
- Regular meetings with the dean regarding scheduling, faculty issues, student issues, and facilities needs
- Regular meetings with the College for Working Adults (CWA) director and counselor to coordinate business program offerings with CWA student needs
- Establishing a new department honors program in collaboration with the Global Virtual Internship Program (VIP)
- Regular Advisory committee meetings including professional networking outside of the school and curriculum updates and evaluation to make sure industry needs continue to be met
- Regular department meetings, including allowing for Guided Pathways success team integration with department and faculty

B. Dual enrollment | Approximately 20% of time allocation:

- Oversee department's involvement in dual enrollment with local high school partners, including but not limited to Carlmont High School
- Participating in the hiring and evaluation of dual enrollment instructors
- Coordinate and communicate with the Director of Dual Enrollment to ensure high school teachers meet minimum qualifications for the business discipline
- Regular meetings with high school Career Technical Education Coordinators
 - ~ Curriculum alignment
 - ~ Teaching faculty (ours or theirs)
 - ~ Time and mode scheduling decisions
 - ~ Supports for faculty and students from both sides - High School & College

C. Building a pipeline of industry experts & student enrollment | Approximately 30% of time allocation

- Participate in the hiring and evaluation of all part-time faculty
- Advise and mentor new and continuing adjunct faculty
- Support new, continuing and returning students to disseminate information regarding the business program, the college, career opportunities, and transfer opportunities
- Coordinate with the College Recruiter to promote business programs and courses as appropriate
- Networking with local professionals and professional organizations, such as the Chamber of Commerce, to connect with opportunities for students, to find qualified people who may be willing to teach part-time, and increase enrollments
- Attend local, regional, and professional organizations meetings as appropriate with the goal to disseminate information within the department
- Collaborate with local Deputy Sector Navigators (DSNs), Regional Directors, or other related BACCC

representatives in (a) global trade, and (b) entrepreneurship for regional collaborations across Bay Area colleges

D. Additional administrative responsibilities | Approximately 20% of time allocation

- Organize, prepare, and host weekly department meetings, including collaboration with guest speakers
 - Collaborate with our articulation officer, technical curriculum specialist, and faculty on program changes, C-ID updates, AD-T reviews/changes, and transcript evaluations
 - Investigate AACSB accreditation for business schools
 - Participate in campus repopulation efforts working with faculty on a safe return to campus
 - Participate in meetings for building 13 progress and review the progress for business classrooms and office space in building 13
 - Coordinates and oversees Credit by Examination process for the department
 - Disseminate job and internship opportunities to faculty and students
 - Preparing and submitting the business coordinator position for renewals
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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
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- 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
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- 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
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- 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
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- 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
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- EMP Goal #2: Community Connections - Strategic Initiative #5 (Enhance Marketing) Expand and enhance marketing of transfer and career technical education (CTE) opportunities
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- 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
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- 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.
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- 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? *

As a Career Technical Education (CTE) program, if the business coordinator position is not funded, the duties outlined above would be unsustainable. As a department, we strongly believe that this position should be continued.

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

This reassignment application has the full support of the business faculty and dean. While the reassigned position is for four years, faculty who are considered for the position will be considered for two-year terms.

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

Dean Hyla Lacefield

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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) *

Business Department Coordinator

Supervisor's Final Recommendation *

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

Comment or Explanation:

This coordination position is vital for the continued maintenance and expansion of the very successful Business Department. Although there are 3 FT faculty members, the Business area requires a lot of effort to keep up. In addition to Dual Enrollment, we are looking at internship partnership possibilities, GOL, incorporating Grow With Google Project Management, and working with ESL faculty to provide workshops in starting businesses in Spanish. So, there is quite a lot on the horizon and we need dedicated faculty time to be able to make all of this work. No one person (even a Dean) can be an expert in all areas of Career Education, and the CTE Dean relies upon their Coordinators to make sure that industry expertise is woven into the fabric of the departments, and therefore the division.

I wholeheartedly endorse this coordinator position and would ask for support for same.

Signature *

Enter your name below as your signature.

Hyla Lacefield

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