

## Request for Tenure Track Faculty

**Program:** EOPS

**Date:** 10/31/15

**Initiator(s):** Cheryl Tucker, Director, EOPS/CARE

**1. Program(s) Supported by the Discipline:** EOPS/CARE

**2. Job Description.** Separate requests are required for each position sought. Please indicate if this request is site specific and the location(s).

**EOPS/CARE Counselor (Tenure Track) Career Counseling/CARE Emphasis**

### **Brief Description:**

Under the general supervision of Director for EOPS, an EOPS Counselor provides comprehensive counseling, career guidance, and advisement services to students from diverse backgrounds for the purpose of developing and facilitating the attainment of their academic, vocational and personal objectives.

### **Job Duties:**

Apply career development philosophy and theory to provide comprehensive career counseling and services in a community college setting.

Administer and interpret reliable and valid career assessment instruments (i.e., MBTI, SII, SDS) in individual and group formats.

Counsel students regarding career development, goal clarification, employment preparation and readiness with the knowledge of the history, philosophy, and trends in career counseling.

Teach career and student development courses.

Coordinate activities of the EOPS program and perform associated responsibilities.

Provide comprehensive academic, personal and vocational counseling to students; assist students in developing their educational plans and acquisition of college survival skills; foster academic success to retain students; assist students in the selection of a course of study, major, or certificate program.

Refer students to appropriate support services, programs, resources, and other professionals based on need and eligibility for assistance; monitor academic progress; and counsel students on academic probation.

**Develop individual plans with students preparing to enter the labor market; identify skill training needs and opportunities for student internship, job search, work experience/work-study and employment.**

**Counsel students regarding career choices, goal setting, and decision making; provide information on the matriculation process and program requirements at other colleges or universities.**

**Assist in the development of outreach activities to identify and recruit eligible students and facilitate their enrollment in the college.**

**Conduct orientation events to familiarize students with the location and function of college programs and services, including the application and registration process, academic and grading standards, college terminology, course add and drop procedures and related rules, and financial aid application procedures.**

**Maintain current, accurate records of counseling sessions; assist in compiling statistical data and prepare reports related to program operations, activities, and progress.**

**Assist in the preparation of counseling-related publications and presentation of workshops for targeted populations.**

**Advocate for students with special needs and collaborate with college instructors, counselors, and other campus and community resources to assist students in the pursuit of their educational goals.**

**Assist in the development and implementation of programs focusing on access and retention for targeted populations.**

**Provide work direction to others.**

**Perform related duties as assigned.**

### **Minimum Qualifications**

**(a) Possession of a master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development OR the equivalent\*, or a Community College Counselor Credential**

**(b) In addition, EOPS counselors hired after October 24, 1987, shall:**

**(1) Have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages or,**

**(2) Have completed six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, or in a**

**program dealing predominantly with ethnic minorities or persons handicapped by language, social, or economic disadvantages and,**

**(c) In addition, an EOPS counselor hired after October 24, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages.**

**Knowledge of :**

**Principles and practices of effective counseling**

**Concepts of human growth and development, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect behavior**

**Methods of planning, coordinating, and implementing projects and events**

**Theory and methods of administering and interpreting assessments and standardized tests**

**Techniques and methods of providing career guidance**

**Community college curricula**

**Matriculation standards among California secondary and higher education systems**

**Education and training required for entry into specific career fields**

**Growth industries and occupations within the local and regional labor market**

**Community and campus resources, services, programs, and professionals available to students**

**Methods of gathering, analyzing, and preparing data**

**Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973**

**Modern computing technology to access student information systems**

**Record keeping techniques**

**Ability To:**

**Serve students with diverse needs, backgrounds, ethnicities, abilities and other unique characteristics**

**Maintain professional standards that protect student confidentiality**

**Communicate effectively, both orally and in writing, with respect, sensitivity, and understanding of the diverse academic, social, economic, cultural, disability and ethnic background of community college students**

**Establish and maintain effective working relationships, both on and off-campus**

**Analyze situations accurately and adopt effective courses of action**

**Gather, analyze, and prepare data**

**Determine accommodations necessary to facilitate student access to college programs and services**

**Evaluate and verify assessment documentation from outside sources**

**3. Please check ONE of the following categories: Faculty Replacement Position, Growth Position or New Program/Discipline. Provide related information. (0-5 Points)**

**Faculty Replacement Position (check one)**

- Stable or growing discipline or program needs replacement for FT faculty who have left within this academic year
- Stable or growing discipline or program needs replacement for FT faculty who have left within 1-2 years
- Stable discipline or program needs replacement for FT faculty who have left within three-four years
- Stable discipline or program can justify replacement for FT faculty who have left within five years or more
- Outside accreditation is at risk without FT hire

***Provide justification and documentation. Include when the position became vacant and the incumbent to be replaced.***

**Growth Position (checkone)**

- Enrollment data over past two years indicate program is *growing*
- Enrollment data over past two years indicate program is *stable*
- Enrollment data over past two years indicate program is *declining*
- Independent marketing or other data indicate growth potential

***Provide justification and documentation.***

CR EOPS/CARE received full restoration funding this year which provided an increase of over \$350,00 this year (2015/16), and will be approximately \$400,000 the following year (2016/17) and will continue.

**New Program/Discipline Position**

- Program Initialization process complete
- State curriculum approval complete
- Program has grown significantly without FT faculty
- Independent marketing data suggests viability of new program

***Provide justification and documentation.***

**4. FT/PT Ratio: Indicate which statement/s are confirmed by the data: (0 -5 points)**

- Program has no full-time faculty
- FT/PT ration below 50/50 percent
- FT/PT ratio below 60/40 percent
- FT/PT ratio below 75/25 percent
- FT/PT ratio results in critical lack of effective oversight for associate faculty
- Reliable pool of well-qualified associate faculty is unavailable

*(In the case of non-teaching faculty positions, the criteria will be the deviation from norms obtained from like institutions)*

***Provide justification and documentation.***

**5. Program/Student Outcomes (0 – 5 points)**

Provide a narrative justifying need for full-time faculty in order to maintain and/or improve program and student learning outcomes (one-page max), based on the following: (0 – 5 points)

- Demonstrate a clear need for FT faculty in order to maintain program outcomes
- Justification demonstrates a clear need for FT faculty in order to achieve student learning outcomes

***Narrative:***

The EOPS/CARE Program at CR is anticipated to serve over 900 students for the 2015/16 year. The program is categorically funded, and recently received restoration funds of over \$350,000 per year (37% of the total budget). Counseling is a core component of the program, with EOPS students being required to have three contacts each semester with a faculty counselor (Title 5). At the state level, EOPS Directors have been strongly urged to focus first on retention of current students, and then on growth by outreach to new students. Although new program caps have not been established, the CR EOPS program served about 1,400-1,600 students when it was fully funded in the past.

Currently, EOPS has one full-time counselor and three part-time counselors. Best practices suggests a ratio of 250-300 to 1 full-time counselors for special populations counseling.

EOPS has been a well-established student equity program for over 46 years. The full restoration of funds signals strong support for the future of EOPS due to the recognition that these programs have a proven track record of supporting student success.

REDWOODS COMMUNITY COLLEGE DISTRICT

**RUBRIC FOR PRIORITIZING FULL-TIME FACULTY POSITIONS**

<p><b>Faculty Replacement Position</b></p> <ul style="list-style-type: none"> <li>• Stable or growing discipline or program needs replacement for FT faculty who have left within this academic year</li> <li>• Stable or growing discipline or program needs replacement for FT faculty who have left within 1-2 years</li> <li>• Stable discipline or program needs replacement for FT faculty who have left within three-four years</li> <li>• Stable discipline or program can justify replacement for FT faculty who have left within five years or more</li> <li>• Outside accreditation is at risk without FT hire</li> </ul>	<p>Points (0-5):</p>
<p><b>OR</b></p>	
<p><b>Growth Position</b></p> <ul style="list-style-type: none"> <li>• Enrollment data over past two years indicate program is <i>growing</i></li> <li>• Enrollment data over past two years indicate program is <i>stable</i></li> <li>• Enrollment data over past two years indicate program is <i>declining</i></li> <li>• Independent marketing or other data indicate growth potential</li> </ul>	
<p><b>OR</b></p>	
<p><b>New Program/Discipline Position</b></p> <ul style="list-style-type: none"> <li>• Program Initialization process complete</li> <li>• State curriculum approval complete</li> <li>• New program has shown significant growth without FT faculty</li> <li>• Independent marketing data suggest viability of new program</li> </ul>	<p>Points (0-5):</p>
<p><b>FT/PT Ratio</b></p> <ul style="list-style-type: none"> <li>• Program has no full-time faculty</li> <li>• FT/PT ration below 50/50 percent</li> <li>• FT/PT ratio below 60/40 percent</li> <li>• FT/PT ratio below 75/25 percent</li> <li>• FT/PT ratio results in critical lack of effective oversight for associate faculty</li> <li>• Reliable pool of well-qualified associate faculty is unavailable</li> </ul> <p>(In the case of non teaching faculty positions, the criteria will be the deviation from norms obtained from like institutions)</p>	
<p><b>Program/Student Outcomes</b></p> <ul style="list-style-type: none"> <li>• Narrative justification demonstrates clear need for FT faculty in order to maintain program outcomes</li> <li>• Narrative justification demonstrates clear need for FT faculty in order to</li> </ul>	<p>Points (0-5):</p>

achieve student learning outcomes	
<b>Other (Shared Interest)</b> <ul style="list-style-type: none"> <li>Shared interest determined by the Faculty Prioritization Committee. Scoring rubric will be mutually agreed and will be based on the nature of the shared interest.</li> </ul>	Points (0-5):
<b>TOTAL</b>	