

# Request for Tenure Track Faculty

**Program:** Health, Physical Education & Athletics

**Initiator(s):** Bob Brown & Maggie White

**1. Program(s) Supported by the Discipline:** Area E GE Transfer, Administration of Justice

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

Full-time Head Coach / Health, Physical Education & Kinesiology Professor / Eureka campus

**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.***

Over the last several years, but especially two years the coaching staffs of several sports has been systematically dismantled in the midst of all the budget cuts, retirements and transfer into new positions. Currently, we have lost the equivalency of 2.6 FT faculty coaches over the last two years. Mike Cox (retirement 2014), Marla Gleave (transfer to Dean of CTE 2014) & Bob Brown (transfer to Associate Dean). We have lost six full time faculty members in our department with no replacements since 2003 and have requested for a replacement every year since that time. We currently are on our 4<sup>th</sup> head football coach in six years since a 2009 retirement. In the previous 40 years, we have had a **total** of 4 football coaches. Below is the current Full time faculty equivalency. This constant turnover in many of our sports programs is drastically and negatively affecting our persistence and retention rates of students. Despite this, we are still able to recruit very high numbers of students each year into our athletic programs. Last year our department generated from Athletics alone a total of 373 FTE's and approximately 1.68 Million for the District. This is up from 304 FTE's and 1.37 Million the previous year. (Data is also located in

Program Review and provided by IT). These numbers were driven by growth in Men's Baseball, Basketball and Women's Soccer. With the reinstatement of Men's Soccer and addition of Women's Sand volleyball we anticipate that number to be even higher next year. This despite a significant decline in faculty as seen below:

2002-2003: 8 Full time faculty  
2003-2004: 7 Full time faculty  
2006-2007: 6 Full time faculty  
2010-2011: 5 Full time faculty  
**2013-2014: 4 Full time faculty**  
**2014-2015: 2 Full time faculty**  
**2015-2016: 1.6 Full time faculty**

In this past year, we have worked in conjunction with non-credit and counseling to develop a Cap & Gown program for all our sports teams to increase persistence and success rates. It requires each of our student athletes to do an additional 6 hours per week of focused studies or receive tutored assistance in English or Math. To our knowledge we are the only department to establish such an endeavor at this point on such a large scale. We are expecting full "buy-in" from all students and coaches to follow-through with this effort. Some early success data has been shown with our football program as we went from 15 players being declared athletically ineligible in the fall of 2013 down to 1 in the fall of 2014. In addition, football had one of its larger returning classes in several years this fall of 2015. We anticipate the same types of success can be established and sustained in all our programs, but it will **not** happen long term without District support and more stabilization in our coaching staffs.

**Growth Position (check one)**

- 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.***

**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 ratio 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.***

2002-2003: 8 Full time faculty

2003-2004: 7 Full time faculty

2006-2007: 6 Full time faculty

2010-2011: 5 Full time faculty

**2013-2014: 4 Full time faculty**

**2014-2015: 2 Full time faculty**

**2015-2016: 1.6 Full time faculty**

**Currently:**

**2 fulltime faculty which includes a 40% reassignment for one to Associate Dean**

**12 part time faculty coaches receiving TLU for 12 different athletic programs, 5 in football alone**

**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 newly adopted ADT in kinesiology also requires additional expertise and support in course and program development for required and new transfer courses in Kinesiology, Health and First Aid & CPR along with program assessment. The program outcomes tied to the degree will now require increased dialogue and collaboration with the Biology, Chemistry, Physics and Math departments to ensure kinesiology majors are meeting their outcomes and educational goals. In addition, this new responsibility will require continuous quality improvement to course and program outcomes. This additional responsibility along with a need to increase critical sections,

revise and develop new courses for the department must have additional faculty support in order to allow the degree to begin successfully, sustain and start to reach the potential of the growing related professions.

In recent years, we continue to have to absorb among the highest percentage of loss of full time faculty throughout the entire district through retirement and a transfer with no replacements! Current full time coaches and faculty members have been seeking alternative assignments, transfers or electing to retire because of fatigue and burnout that is associated with coaching demands and the ever increasing faculty obligations as professors to represent the department on committees, assessment, curriculum, program review etc... for a comparatively large department. (See above) This while maintaining strong enrollments in sports programs despite high student turnover. Unfortunately, we have cut sections in previously well enrolled courses due to budget, repeatability changes and now lack of qualified faculty. With the new ADT, we have initially already seen growing enrollments in required lecture based courses with significant potential for even more. Plus, we have adopted more diversity than ever with our activity course offerings in response to state repeatability changes, but we are still significantly behind other like institutions with potential variety in this area. This additional student population needs more “people in the hallways” to provide guidance and create personal connection with students, while providing some job security for qualified faculty.

Finally, within the last two years our Athletic Director has been in many ways taken from our department and student support. His additional oversight of four other programs and Dean responsibilities have made his accessibility to students, staff and faculty on a daily basis significantly less despite his best efforts. The creation of an Associate Dean position in our division has provided some relief, but an additional full time faculty member is critical to assist with planning, program review, assessment, academic progress reports, Cap & Gown program, fundraising efforts and all other student service needs in the department.

**REDWOODS COMMUNITY COLLEGE DISTRICT**

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

<b>Faculty Replacement Position</b>	<b>Points (0-5):</b>
<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>	
<b>OR</b>	

<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>	
<b>OR</b>	
<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><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>	Points (0-5):
<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 achieve student learning outcomes</li> </ul>	Points (0-5):
<p><b>Other (Shared Interest)</b></p> <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>	