

Request for Reassignment Proposal

Instructions: Complete the following form, ask your Dean to review and sign, and then submit it to the Office of Instruction.

1. **Term in which assignment would begin (semester, year):** Fall 2019
2. **Application Date (mm/dd/yyyy):** 10/9/2018
3. **Author(s):** Jessica Kaven & Erik Gaspar

Overview

4. **Type of Request:**

- New request for reassignment
- Renewal of existing reassignment
- Augmentation to existing reassignment

5. **Position or Project Name:**

Identify a "one line" description of the type of assignment (faculty leadership, coordinator, research, etc.)
Coordinator of COLTS, Community of Learning Through Sports

6. **Amount of Reassignment**

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) 0.40 Spring (FTE) 0.40 Total Annual (FTE) 0.80

7. **Duration of Reassignment**

How many semesters of reassigned time are being requested? When is the end date? *(Please note that if the request exceeds two years, a renewal RRP will be required.)*

2 years, 4 semesters and 2 summer term hours are requested

8. **Commitment**

Upon completion of the reassignment term:

- The work is complete and no further investment of reassigned time will be required.
- The work will require an ongoing commitment of reassigned time or other staffing.

Justification

9. **Please list the core responsibilities to be performed and calculate the approximate number of hours per week required to perform each. (1 unit = 2.5 hours per week)**

For Fall 2018, two faculty members have received 3 units each (one-time money through faculty professional development) to carry out the following responsibilities. Because this is an interdisciplinary position, two coordinators are requested: one from athletics, one from instruction. The duties are hours per person instead of total. The weekly duties that the faculty leads anticipate include, but are not limited to: Identify and develop sustainable practices local to Cañada College that ultimately help instructional and athletic faculty, in addition to support staff, better impact student success; (1hr/week) Collaborate with

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instructional faculty, which includes the COLTS Learning Community, coaches, and most importantly the students, to help ensure that each individual student-athlete achieves success in the classroom; (2hrs/week) Explore current trends by attending meetings across departments, conferences and workshops to obtain current subject-matter, procedural and other information regarding academic and athletic processes; (1hr/week) Actively explore and engage in department planning activities in Athletics and across all instructional divisions with an emphasis on the project objectives; (1hr/week) Present to small and large groups to publicize the findings of sustainable practices; (0.5hrs/week) Develop strategies to enhance student-athlete completion and success; (1hr/week) Gather and share outcome data (such as GPAs, course completion and retention rates, graduation and transfer data) with athletic department; (0.5hrs/week) Assist in planning academic support structure and support services to enhance student-athlete retention and success. (1hr/week)

10. The following responsibilities are included as part of faculty workload and can be found [here](#). Please explain how the duties for which you are requesting reassigned time are different from those enumerated in Appendix D1.

Again, requested reassigned-time is connected to a coordinator position that is currently being funded through one-time professional development monies (only for Fall 2018). Further support is needed in order to continue supporting our student-athletes.

Cañada College's Athletics Department provides an environment for student-athletes to achieve their highest academic, athletic, and personal aspirations. As a department, all seven sports, baseball, women's soccer, men's soccer, women's volleyball, women's golf, women's tennis, and men's basketball, compete at the Intercollegiate level. At Cañada College, the number of student-athletes has risen over the past 10 years. Currently, the athletics department serves roughly 160 students-athletes who all require specialized recruiting, academic counseling, academic support and retention efforts. With only one counselor working with the entire athletics department just a few hours a week on average and with no retention specialist on staff, coaches are often the ones who provide many of the support services for their student-athletes. With only two full-time faculty members in men's and women's soccer, the other five teams rely on adjunct faculty to provide this additional support, which is not realistic nor is it sustainable. If the coaches do not provide this additional support, it is unclear if and how support is given to this specialized student population. It is paramount for the athletics department to create innovative opportunities for support outside of counseling and sport specific coaches to ensure academic success and retention for all student-athletes.

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average, and qualify for low-income resources. Beyond demographics, student athletes are held to a more stringent transfer and unit completion timeline. For example, the average student at Cañada attends part-time and completes their transfer goal within 6 years. However, this timeline does not work for college athletes as their eligibility would have expired before they even transfer. Student athletes are also required to attend full-time in order to be eligible to compete. For many, this means, in addition to working at least part-time, student athletes must also take a full load of classes, while also being mindful of their transfer curriculum so that they can transfer in as few as two years.

In order to address the unique challenges of Cañada's student-athletes, several faculty created the Community of Learning Through Sports (COLTS), a learning community for athletes. COLTS is a cohort of intercollegiate student-athletes who want to achieve both in the classroom

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and in their respective sport. Participation in COLTS is designed to help students take advantage of academic resources on campus, and to help them to build strong study skills, communication skills, and writing abilities with the goal of improving their overall educational performance. To participate in COLTS the student must be a member of an intercollegiate sports team at Cañada College. The main objective of COLTS is to improve the ability of instructional, counseling, and coaching faculty to collaborate in support of student-athletes.

11. Identify how the activities align with the college's strategic plans and initiatives. *(Please limit response to 250 words).*

The incorporation of a COLTS coordinator would provide sustainable and learning-centered support for the student-athlete cohort. In accordance with the SMCCCD Strategic Plan, the approval of the application supports goal #1, which is the need to: "develop and strengthen educational offerings, and support programs that increase student access and success". This program connects to Cañada's mission as it addresses "our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning." As a byproduct of this professional development project, we anticipate two enhancements to courses or programs: (1) Improved teaching methods in Communication Studies and Athletics, and (2) improved collaboration among instructional faculty and coaches. Increased program success in serving students—student athletes in general, but specifically students athletes of color.

Assessment

12. Outcomes

List the outcomes that can be expected upon completion of the term of reassignment. *(Please limit response to 250 words)*

OBJECTIVES: Improve reading, writing, oral communication, critical thinking and study skills. Build student self-esteem and confidence in academics Communicate with participating faculty about the successes and challenges of the learning community. Measure, assess, and increase COLTS student success, persistence, and retention Improve the ability of instructional, counseling, and coaching faculty to collaborate in support of student-athletes Share with campus community strategies and sustainable practices in working with student athletes (Flex day, conferences, department and division meetings.

Direct benefit to students and Athletics: Students will: (1) Persist and succeed at a higher rate in participating transfer-level courses, (2) Achieve greater athletic success Increase self-esteem, trust, and confidence in academics and athletics, (3) Develop ability to read, write, and think critically, and (4) Develop ability to communicate effectively.

OUTCOMES: The development of sustainable practices that can be replicated among faculty and coaches in the future. Strategies for working with student athletes, and **broader**, more effective collaboration among instructional faculty and coaches

OUTCOMES:

13. Accountability

Describe how the activities performed under this assignment will be recorded and reported.

The activities performed will be recorded and reported to participating faculty, coaches, the athletic director, and campus-wide, when applicable).

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Administrative Use Only

Dean's Review:

- Fully support request
 Support with reservation
 Do not support (explanation required)

Explanation: [Click here to enter text.](#)

Dean Signature: _____

VPI Action:

- | | |
|----------------------------------------------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> Approve request as submitted | <input type="checkbox"/> Deny request with recommendation to revise |
| <input type="checkbox"/> Approve request but with less time than requested | <input type="checkbox"/> Deny request (explanation required) |

Explanation: [Click here to enter text.](#)

VPI Signature: _____

Recommendation for alternate funding:

- | | |
|----------------------------------------------------------|----------------------------------------------------------------|
| <input type="checkbox"/> Professional Development | <input type="checkbox"/> President's Innovation Fund |
| <input type="checkbox"/> Grant/Categorical (specify) | <input type="checkbox"/> Trustees Fund for Program Improvement |
| <input type="checkbox"/> Overload hourly special project | <input type="checkbox"/> Short-term hourly staff |
| <input type="checkbox"/> Stipend | |

Comments: [Click here to enter text.](#)

Approved Duration of Assignment: [Click here to enter text.](#)

Outcomes and reporting requirements: [Click here to enter text.](#)