Request for Tenure Track Faculty

Program: Early Childhood Education (Eureka)

Initiator(s): Sydney Fisher Larson

1. Program(s) Supported by the Discipline:

Certificate of Completions in ECE

AS in ECE

AS-T in ECE

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

Tenure Track Faculty in ECE (Eureka)

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)

☐ Stabile 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 (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)**

- [x] Program has no full-time faculty (as of May 2014 there will be 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.*

**CR has had two tenured ECE faculty, one in Del Norte and one in Eureka. The Del Norte faculty member teaches 20% of his load in ECE and also teaches Philosophy and Psychology. He is expected to participate in curriculum development, course assessment and program assessment for all three academic programs in which he teaches.**

**The Eureka ECE faculty member is full-time ECE although she has been on a pre-retirement workload reduction since the Fall of 2011. She will be retiring.**

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 ECE faculty on the Eureka Campus, as the one ECE faculty teaching only in the ECE Program leads the development and updating of curriculum. Currently all the ECE courses (except one) are aligned with the statewide Curriculum Alignment Project. This position also oversees course assessment and program review, recruits and orients and evaluates associate faculty, administered grants (CTEA and CDTC), chairs the ECE Community Advisory Committee, and represents CR on a variety of local child care related committees (Local Child Care Planning Council, First 5 Humboldt Commissions and Child Care Subcommittee, Humboldt Association for the Education of Young Children) to maintain currency with industry needs. Eureka ECE faculty is the liaison with Community Care Licensing to ensure ECE curriculum reflects changes in regulations. The position is the authorized faculty member to sign off of applications to the Commission on Teacher Credentialing for students applying for Child Development Permits (a process which allows our students’ applications to be processed on a fast-track when submitted to the Commission).

The ECE Program is unique. It interfaces with licensing and credentialing agencies but does not have the direct oversight that Nursing and the Police Academy have. It is still imperative that the ECE Program be aware of and responsive to changes in licensing and credentialing.

Another unusual aspect of the ECE Program is that the academic lab for the program serves a dual function providing child care and development services to student families. The ECE faculty must work very closely with the CDC Director and classroom teachers to ensure continuity between ECE instruction and CDC practice. This involves consistent meetings with the CDC Director and regular communication with Associate Faculty to ensure that class assignments to be completed at the CDC are shared with CDC staff.

ECE is both an academic transfer program and a CTE program and must have a community advisory committee. ECE has an instructional lab, which has a dual-function to provide field experience to ECE students and provides child care and development services to CR student families. In order for the curriculum at the CDC to be consistent with the ECE academic program the ECE faculty must work closely with the CDC Director and Teachers.

Although we currently have an adequate pool of associate faculty it is not reasonable to expect associates (most of whom have full time jobs in the ECE field) to take on all the additional work required to keep the ECE Program responsive to the industry needs and the regulation changes.

REDWOODS COMMUNITY COLLEGE DISTRICT

RUBRIC FOR PRIORITIZING FULL-TIME FACULTY POSITIONS

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**OR**

**Growth Position**
- 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

**OR**

**New Program/Discipline Position**
- Program Initialization process complete
- State curriculum approval complete
- New program has shown significant growth without FT faculty
- Independent marketing data suggest viability of new program

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<td>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.</td>
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**TOTAL**

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