

#23

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, January 12, 2026 12:56:56 PM
Last Modified: Monday, January 12, 2026 1:56:00 PM
Time Spent: 00:59:04

Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	AKHE
Position Title	Cuyamaca Sport Directorship - Soccer

Q2

Yes

1a. Did you request a position last year (2024-2025)?

Q3

Respondent skipped this question

1b. If yes, and that position was funded, do you want this position ranked as well?

Q4

Respondent skipped this question

1c. Is there dedicated funding for the position that is not unrestricted general fund (i.e. categorical/special funded programs)

Page 2

Q5

2. Why is this position essential to your program and college? Please discuss the potential impact of this position on the department, college, district and/or region (Rubric Criterion 1, 3). (300 words or less)

Cuyamaca Sports Directorship Model

The model of employing individual sports directors at community colleges in lieu of traditional stipend coaches presents a structural shift with potential benefits and challenges. This approach generally involves replacing part-time, seasonal stipend positions with full-time, professional staff who oversee specific sports or groups of sports, managing all aspects of their programs from within the institution's management structure.

Model Overview

In the stipend coach model, individuals (often part-time) are paid a fixed amount for a specific season or assignment, and they may have limited involvement outside of their sport's season. In contrast, a full-time "individual sports director" (or a similar title, as the roles of coach and administrator often blend in collegiate athletics) is a permanent, year-round employee, similar to an academic department chair.

This director would:

- Supervise all aspects of their program, from recruitment and scheduling to budget management and compliance.
- Be integrated into the college's full-time salary and benefits structure, rather than a separate stipend budget.
- Focus on program(s) stability, development, and integration with the college's educational mission, similar to a model NCAA Division II program.

Benefits include but not limited to:

- Program Stability and Consistency:
- Enhanced Institutional Control
- Professional Development and Oversight
- Clearer Role Definition
- Improved Resource Management
- Evaluative Control

Q6

3. What are the racial and gender demographics of the faculty within your program? Outline your steps to ensure a recruitment of diverse candidates that reflect the mission, vision and values of the college. These steps could include: professional associations dedicated to the promotion of diversity in your content area (Rubric Criterion 1). (300 words or less)

Cuyamaca College Athletics has a diverse staff of coaches, assistant coaches and support staff. Within our Head Coaches, there are six individuals identifying as Caucasian, two as Black/African American, and one as Hispanic. However, within our assistant coaches there are four identifying as Caucasian, four as Hispanic and four as Black/African American. Finally, within the Athletic Department support staff, there are four identifying as Caucasian, three Hispanic, one Black/African American and one individual identifying as Asian.

Q7

4. Please describe your planned onboarding process to support the new hires inclusion into community. Please share if there are any resources or collaboration that would assist. (Ex: AFT mentorship, THRIVE, Tenure Review, EMTLI, Communities of Practices, etc.) (Rubric Criterion 4: Support of Strategic Plan) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

Cuyamaca Sports Directors shall report directly to the Dean of AKHE. Recruitment and onboarding shall remain per Grossmont-Cuyamaca District requirements and standards for hiring of an intercollegiate sports program head coach. Careful attention shall be made to insure that the sports director is well-versed in NCAA, 3C2A, PCAC and all sports rules, bylaws and addendums which govern the sport hired to direct.

The key role of the directorship is to recruit, increase enrollment, monitor specific academic requirements and completion in concert with the Athletic Eligibility Advisor, Athletic Counselor and Dean. Additionally, the director's key metric of success shall not be win/loss but FTES, retention, persistence and success within the team.

Q8

5. How will this position improve student learning and achievement, and close equity gaps in access and outcomes in your program? What steps are you taking to close equity gaps in access and outcome, for example: (Rubric Criterion 2: Program Student Achievement and Potential Growth) modify curriculum to reflect the college's diverse student population close equity gaps ensuring equitable access to courses that have pre-requisites removing barriers for students, especially those from historically marginalized groups adopt/create no cost/low-cost textbooks and course materials (300 words or less)

The Cuyamaca Sports Directorship model will mimic several directorship programs throughout the state. These models are becoming more common and preferred as the individual's job description would include being assigned to department study hall for athletes, and monitoring and creation of success metrics for the student athlete population that are shared with the Dean of AKHE. Additionally, the 3C2A has mandated a 'Student Athlete Counsel' to be on each campus. This group of student-athlete government individuals shall need a faculty or management liaison to facilitate meetings. The Director of Sport can be assigned to this task.

Q9

6. Has there been or is there evidence to demonstrate that there will be an increase in student demand for your programs and/or services? How are students being adversely impacted without this position? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services, students served, etc. as they apply to this position. (Rubric Criterion 2)(300 words or less)

Cuyamaca College Athletics has experienced unprecedented program growth, expanding its total athlete population from 123 in 2023 to 238 in 2025—a 93% increase in just three years. This growth is driven by the addition of women's basketball and women's soccer, ongoing Title IX expansion efforts, and roster increases mandated to offset the impacts of California's AB 928 and evolving curriculum pathways such as IGETC.

However, Cuyamaca College has yet to reach parity with our total student body population ratios and athletics. Therefore, the 3C2A encourages and demands that actions are taken by the college to show efforts to reaching parity for the underrepresented gender population. With this to consider, Cuyamaca is evaluating the addition of potential new sport programs in the near future. However, in the short-term, increased enrollment of female soccer players would be a priority for the director of soccer.

Q10

7. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goal(s). Please explain how this position would support historically marginalized groups? (Rubric Criterion 3: Critical Need - Critical to the Program/and Institution) Examples may include the following: Issues with Federal or State Mandates Replacement for Recent Retirement or Vacancy Specialty Areas within Discipline/Service Area results in difficulty in finding part-time faculty Required for Program, Courses, or Specific Service to Continue Ranking within division (per division dean feedback) Supporting students (300 words or less)

Cuyamaca College has two key intercollegiate sport areas that could potentially benefit by adopting the Sport Directorship model. Cuyamaca men's soccer has been successful and has developed a winning program. Annually, the men's program has attracted 100% of scheduled FTES from summer into the fall program and maintained high enrollment through the spring semesters. However, the women's intercollegiate program has not enjoyed the same success or garnished the same interest. Having a Director of Soccer would be tasked with maintaining the high number of recruits (FTES) for the men's program and growing the women's program with a goal of parity in a few short years.

The second intercollegiate cohort that could potentially benefit from a directorship model is the men's and women's Track & Field/Cross Country program. Across the state, combining the four programs under a single directorship is becoming more common. Cuyamaca College recently has had much success with the women's track and men's cross-country programs. However, roster sizes continue to be of concern for men track & field and both women's track & field and cross-country. While there are pockets of success, FTES continues to be anemic needing an infusion of recruitment and increased roster for overall team championship potential success and profitability.

In both intercollegiate programs, adjunct instructors lead the team efforts and are limited to the time they can commit to recruiting, student success, training, etc. Having directorship of the programs will almost certainly increase the profiles of the programs and increase the profitability metrics of the intercollegiate teams aforementioned

Q11

8. Is this position new or a replacement? Please explain. (Rubric Criterion 3)(100 words or less)

This request is new. This would constitute a 'ML-05' Manager, Campus Projects. The Directorship model currently exist at Grossmont College (Director of Football Operations).

The model of employing individual sports directors at community colleges in lieu of traditional stipend coaches presents a structural shift with potential benefits and challenges. This approach generally involves replacing part-time, seasonal stipend positions with full-time, professional staff who oversee specific sports or groups of sports, managing all aspects of their programs from within the institution's management structure.

Q12

9. Which strategic priority/priorities is this request supporting? Please state how the position will help advance the specific priority/priorities and the College's mission, vision and values. Note: the more goals addressed the stronger the request. (Rubric Criterion 4: Support of Strategic Plan) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

The creation of a Director of Sport for Soccer position at Cuyamaca College is essential to advancing the College's mission, vision, and values while directly supporting institutional strategic priorities related to equity, student success, persistence, and completion. Soccer serves a uniquely diverse student population and represents a powerful access point to higher education for first-generation, low-income, and historically marginalized students. A dedicated Director ensures this opportunity is intentionally aligned with institutional goals rather than functioning solely as an athletic program.

This position will provide leadership and coordination focused on increasing equitable access through targeted outreach, inclusive recruitment practices, and strong partnerships with local high schools, community organizations, and campus support services. By centralizing responsibility for academic-athletic integration, the Director will implement structured academic support systems—such as progress monitoring, faculty communication, and early intervention—to reduce equity gaps in course success and ensure student-athletes are meeting academic standards.

The Director of Sport for Soccer will also play a critical role in increasing persistence and completion by aligning athletic participation with educational planning, counseling, and transfer or workforce pathways. Consistent mentorship and advising will strengthen students' sense of belonging and connection to the College, increasing re-enrollment from term to term and supporting timely completion of degrees and certificates.

Additionally, the position strengthens hiring and retention by providing stability, accountability, and leadership continuity within the soccer program. The Director will support equitable hiring practices, invest in professional development, and cultivate a values-based, student-centered culture that improves staff retention and program sustainability.

Overall, this position is a strategic investment that leverages athletics as a measurable driver of equity, student success, and institutional effectiveness at Cuyamaca College.

Q13

10. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to help inform the prioritization process.

Yes, I have discussed this position request with the Division Dean

Q14

If you would like to attach data to support your request in light of the rubric criteria, please upload a PDF, Word, or image file using the button below.

Sports%20Directorship%20model.docx (17.3KB)

Cuyamaca Sports Directorship Model

The model of employing **individual sports directors at community colleges in lieu of traditional stipend coaches** presents a structural shift with potential benefits and challenges. This approach generally involves replacing part-time, seasonal stipend positions with full-time, professional staff who oversee specific sports or groups of sports, managing all aspects of their programs from within the institution's management structure.

Model Overview

In the stipend coach model, individuals (often part-time) are paid a fixed amount for a specific season or assignment, and they may have limited involvement outside of their sport's season. In contrast, a full-time "individual sports director" (or a similar title, as the roles of coach and administrator often blend in collegiate athletics) is a permanent, year-round employee, similar to an academic department chair.

This director would:

- **Supervise all aspects** of their program, from recruitment and scheduling to budget management and compliance.
- **Be integrated into the college's** *full-time* salary and benefits structure, rather than a separate stipend budget.
- **Focus on program(s) stability**, development, and integration with the college's educational mission, similar to a model Division II program.

I. Potential Benefits:

- **Program Stability and Consistency:** Full-time directors are more likely to provide long-term program stability and retention, as opposed to high turnover often seen with temporary stipend positions.
- **Enhanced Institutional Control:** Having directors fully integrated into the college's management structure strengthens institutional control over all aspects of the athletic program, ensuring compliance with college policies and external regulations like Title IX.
- **Professional Development and Oversight:** Full-time status allows for greater investment in professional development, training, and consistent oversight of staff and student-athletes, including academic progress.

- **Clearer Role Definition:** It can clarify the coach's role as a staff member with a defined set of responsibilities (e.g., student success, budget management, compliance, recruitment), moving beyond a purely performance-based, seasonal focus.
- **Improved Resource Management:** A full-time director can more effectively manage budgets and resources, potentially leading to greater financial efficiency and sustainability across all sports.
- **Evaluative Control:** A full-time director can be evaluated more regularly and extension of contract tied to achievement metrics stated early in the contractual term of employment.

II. Potential Challenges:

- **Increased Costs:** Shifting from a large number of part-time stipend coaches to fewer full-time, salaried directors with benefits will likely increase overall salary and benefits costs for the institution.
- **Recruitment/Hiring:** It may be difficult to find qualified individuals who have both high-level coaching skills *and* the extensive administrative expertise (budgeting, compliance, fundraising, etc.) required for a director role.
- **Flexibility Loss:** The stipend model offers flexibility in staffing for sports with variable team sizes or specific seasonal needs. A fixed number of full-time directors might reduce this flexibility.
- **Implementation Complexity:** Transitioning existing staff and creating new organizational charts and standard operating procedures (SOPs) requires careful planning, union and legal consultation, especially concerning employment law and Title IX compliance.

III. Implementation Considerations:

Community colleges considering this model must carefully review their needs and resources.

- The Los Angeles Community College District (LACCD) uses specific guidance for converting athletic coaching stipends to full-time equivalent (FTE) positions, demonstrating that such a conversion is possible within public education systems.
- Consulting with legal counsel and institutional leadership is essential to ensure compliance with all relevant state and federal laws, including minimum wage requirements, tax withholding, benefits obligations, and Title IX.

- Detailed documentation of authority, organizational charts, and standard operating procedures is crucial for a smooth and compliant transition.

Ultimately, this model represents a shift towards professionalizing the coaching role within the community college structure, emphasizing administrative and educational responsibilities alongside on-field coaching.

IV. Potential Director Model Opportunities at Cuyamaca

Cuyamaca College has two key intercollegiate sport areas that could potentially benefit by adopting the Sport Directorship model. Cuyamaca men's soccer has been successful and has developed a winning program. Annually, the men's program has attracted 100% of scheduled FTES from summer into the fall program and maintained high enrollment through the spring semesters. However, the women's intercollegiate program has not enjoyed the same success or garnished the same interest. Having a Director of Soccer would be tasked with maintaining the high number of recruits (FTES) for the men's program and growing the women's program with a goal of parity in a few short years.

The second intercollegiate cohort that could potentially benefit from a directorship model is the men's and women's Track & Field/Cross Country program. Across the state, combining the four programs under a single directorship is becoming more common. Cuyamaca College recently has had much success with the women's track and men's cross-country programs. However, roster sizes continue to be of concern for men track & field and both women's track & field and cross-country. While there are pockets of success, FTES continues to be anemic needing an infusion of recruitment and increased roster for overall team championship potential success and profitability.

In both intercollegiate programs, adjunct instructors lead the team efforts and are limited to the time they can commit to recruiting, student success, training, etc. Having directorship of the programs will almost certainly increase the profiles of the programs and increase the profitability metrics of the intercollegiate teams aforementioned.

Related materials;

PowerPoint presentation (Long Beach City College & Grossmont College presentation)

https://www.canva.com/design/DAGiwmVsul4/IGMQv3HtSLdFvH7hvz7Fbg/view?utm_content=DAGiwmVsul4&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utId=h0a44182c20