

APPENDIX J

CONDITIONS AND BENEFITS OF FACULTY SERVICE COACHING

I. RECRUITMENT OF COACHES

The selection of individuals to serve on the George Fox University faculty is crucial to the life of the University. In addition to the usual academic qualifications, George Fox coaching faculty are expected to have a personal commitment to Jesus Christ and daily living that conforms to current Statement of Faith and Community Responsibilities applicable to the Faculty of George Fox University.

Responsibility for negotiating with prospective full-time coaching faculty lies with the Provost with the assistance of the Associate Vice President for Academic Affairs and the Athletic Director. The Athletic Director reports vacancies and prepares a suggested position announcement for submission to the Associate Vice President for Academic Affairs, and assists in the screening of applicants. The Associate Vice President for Academic Affairs answers inquiries and mails position announcements. All full-time vacancies or new positions require a national search, except by permission of the Provost. Search committees are appointed by the Associate Vice President for Academic Affairs and should include members from the Health and Human Performance Department as well as at least one member from outside the department.

Upon the invitation of the Provost, a prospective coaching faculty member may visit the campus to confer with the department chair, search committee, and others as requested, to teach classes and to become acquainted with campus and community. A copy of the Faculty Handbook and this document should be made available to prospects. After a search process, the Provost may recommend employment of a prospective coach to the President. The President extends a contract to the person to be employed. This contract becomes an agreement only when it has been signed by both the President and the new coaching faculty member.

All new full-time coaching faculty must agree as a condition of employment to participate in the faculty orientation program designed to acquaint new faculty members with the expectations of the University.

II. GUIDELINES AND STANDARDS FOR THE APPOINTMENT OF COACHING FACULTY

A. Guidelines for the Appointment of Full-Time Coaching Faculty

1. The President of the University appoints the full-time coaching faculty in accordance with the procedures outlined in the Faculty Handbook.
2. Full-time coaching faculty appointments shall be made only for athletic programs which have been established by the Board of Trustees and for positions which are within the annual budget of the University as established by the Board of Trustees.
3. The University does not discriminate against any candidate on the basis of race, color, national or ethnic origin, sex, age, disability or any other status to the extent protected by applicable nondiscrimination laws.

NOTE: The use of the phrase "to the extent protected by applicable nondiscrimination law" is the correct statement of the legal obligation of George Fox University. George Fox does not waive its right to assert that nondiscrimination laws are not applicable to a particular situation or alternately that to apply nondiscrimination laws to George Fox in a particular situation would be an unconstitutional infringement of the religious and associational rights of this church-directed institution.

B. Standards for the Appointment of Coaching Faculty

1. Candidates for non-tenure-track positions generally should:
 - a. have a personal commitment to Jesus Christ and daily living that conforms to the current Statement of Faith and Community Responsibilities applicable to the Faculty of George Fox University.
 - b. embrace the mission of George Fox University.
 - c. hold the appropriate degree for the position and/or relevant professional experience.
 - d. demonstrate a commitment to the integration of Christian faith and learning.
 - e. have a record of coaching and teaching effectiveness, professionalism and concern for students, other faculty, and community members as persons.
 - f. demonstrate a commitment to academic excellence and the maintenance of high academic standards.

III. THE EFFECTIVE FACULTY MEMBER: A GEORGE FOX UNIVERSITY PROFILE

A. Expectations of All Faculty:

1. be committed to Jesus Christ as Savior and Lord.

2. signify general agreement with and daily living that conforms to the current Statement of Faith and Community Responsibilities applicable to the Faculty of George Fox University.
3. support the mission of George Fox University.
4. provide evidence of continuing professional development, flexibility and breadth of interests necessary for effective service in a liberal arts university.

B. Expectations of Faculty in Coaching Non-Tenure-Track Positions

Certain positions at the University require unique skills and practices relevant to the specific mission of the department but are not tenure-track and do not require the same commitment to scholarship as tenured and tenure-track positions. To be hired and renewed year by year, faculty members in coaching positions should hold the appropriate degree or credentials; meet the expectations of effectiveness as a coach; meet the expectations of teaching as applicable; meet expectations as to service, namely, participate in professional organizations, participate actively in church, provide service for their community, the University, and their church; fulfill other tasks specified in the contract. Full time coaching faculty carry the rank of assistant professor. Fulfillment of these expectations should be addressed and demonstrated in a Faculty Growth Plan.

1. Professional Effectiveness as a Coach
 - a) Each coach is expected to:
 - demonstrate command and knowledge of, and keep up to date in, his or her sport
 - fulfill specified responsibilities and planning goals satisfactorily.
 - demonstrate the integration of Christian faith with athletics
 - demonstrate respect and appreciation for students, other faculty, and community members.
 - b) Effective coaching is characterized by the following:
 - Self-awareness and adaptation.
 - The coach needs to be aware of his or her strengths and weaknesses and develop an approach to growth that recognizes these.

- Mentoring relationships.
- Effective coaches develop mentoring relationships that extend beyond the practice or playing field.
- Demonstrated effectiveness.

The effectiveness of the coach in the areas of responsibility should be demonstrable through the graduation rate of athletes on his or her team(s); the cumulative team GPA; the retention of athletes from year to year; the cumulative win/loss record; All-Conference or All-American recognition of athletes on his or her team(s); administrative evaluation and student learning, where appropriate.

2. Teaching

a. Each faculty member is expected to:

- create a classroom or educational environment that promotes engaged learning and academic excellence.
- demonstrate the relevance of Christian faith with the discipline of study.
- demonstrate respect and appreciation for students, other faculty, and community members.
- communicate clearly and accurately in the classroom.
- keep up to date in one's discipline.
- demonstrate enthusiasm for the subject matter and establish a culture of learning.
- make a continuing study of and implement effective pedagogical methods and materials in the appropriate field.

b. Effective teaching is characterized by the following:

- Self-awareness and adaptation.

The faculty member needs to be aware of his or her strengths and weaknesses and develop in a Faculty Growth Plan an approach to instruction that recognizes these.

- Student awareness and adaptation.
The faculty member should be able to recognize differences in student needs and abilities and reasonably adapt to these differences.
- Mentoring relationships.
Effective faculty members develop mentoring relationships that extend beyond the classroom or educational environment.
- Demonstrated effectiveness.
The effectiveness of the faculty member in the areas of curriculum, instruction, and assessment should be demonstrable through faculty evaluation and evaluation of student learning.

3. Service

Coaching faculty are expected to take the opportunity to serve beyond their assignments. Participation in the Bruin Athletic Association as requested by the Athletic Director is an expectation for service. Other recipients of their service may include their departments, their professional disciplines, the university, the communities in which they live, and the broader Christian church.

Service is variegated

The faculty member may participate in a broad variety of service activities. Some opportunities may be within the faculty member's academic discipline; others may stand outside the member's professional expertise.

Service is intentional

Like professional development, service should be planned and intentional. Because, however, service is by nature a response to need, the agenda of specific activities necessarily remains fluid.

Service is documented

The faculty member should document service. Minimally, service activities

should be documented by self-reporting; when possible, activities should be documented as well by external confirmation.

Service is sustained

Service is an integral part of the faculty member's life within her or his communities. Careful documentation, therefore, should reveal a sustained pattern of service.

Clarification: Employment outside the University, continuing education, and career preparation generally are not considered service. Any expectations of such activities contributing to service must be negotiated in advance with the VPAA.

Coaching Ranks Defined

For any promotion, generally at least three of the qualifying years of experience should have been at George Fox University. Minimum standards for each rank are as follows. Any promotion requires the coaching faculty member to prepare a professional portfolio, and undergo a peer review. Any promotion decision must have the approval of the Athletic Director, the Associate Vice President for Academic Affairs, and the Provost.

1. Level 1: Assistant coach. No coaching experience necessary. Bachelor's degree required.
2. Level 2: Coach. Two years coaching experience required. Master's degree required in discipline which George Fox University offers as a major.
3. Level 3: Senior coach. Five years coaching experience required, at least two at the college level, and Master's degree required in discipline which George Fox University offers as a major; or two years coaching experience required, and Doctoral degree required in discipline which George Fox University offers as a major.
4. Level 4: Master coach. Ten years coaching experience required, at least seven at the college level, and Master's degree required in appropriate discipline; or seven years coaching experience, at least four at the college level, and Doctoral degree required in discipline which George Fox University offers as a major. The coaching faculty member will have a record of excellence in coaching as demonstrated by contributions to the field of coaching outside the university, such as published

articles, books, presentations, positions in professional associations, and coaching accomplishments that have distinguished the coach at the regional level.

5. At any level, a coach whose team wins conference championships, regional championships, or national championships, or who is recognized by his/her peers as Coach of the Year will be eligible for a merit bonus.