

#14

COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Center for Water Studies
Position Title	Program Coordinator

Q2

No

1a. Did you request a position last year (2023-2024)?

Q3

Respondent skipped this question

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

Q4

No

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)

After teaching as an adjunct instructor for fourteen years and a further twelve years as a full-time instructor and Program Coordinator for the Water/Wastewater Technology program, our current instructor/Program Coordinator is retiring from teaching on a full-time basis. Since re-branding the program as the Center for Water Studies (CWS), we have added two new Certificate/AS degrees and seven new courses to our curricula, remodeled the "L" building with multiple classrooms and two lab facilities, and created the hands-on Field Operations Skills Yard facility. In order to adequately manage this additional workload, it is essential that we have two full-time instructors to run the CWS program, maintain the CWS facilities, and continue our aggressive recruiting efforts with military veterans, women, graduating high school STEM students, and the existing water/wastewater industry workforce.

There are approximately 5,000 existing jobs in the water/wastewater industry in San Diego County, and 450-500 job vacancies annually. Our region's \$275 billion dollar economy is entirely driven by the availability of safe, clean water. This essential industry relies heavily on graduates from our CWS program to fill these entry-level positions. As a result of climate change and new technologies, the industry is increasing the use of reclaimed wastewater, groundwater replenishment and harvesting, and utilizing cutting edge processes to purify wastewater into drinking water. These efforts have required the CWS program to introduce new degree/certificate programs and coursework to keep pace with the industry.

With the CWS program's emphasis on recruiting and the high rate of industry turnover due to retirements, it is essential to hire a replacement for the retiring instructor/program coordinator to enable the program to keep pace with the increased level of enrollments and the many job openings that are projected for this critical industry's future.

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)

Over the past 5 years, we have added two women adjunct instructors, two Hispanic males and a Native American to our pool of ten adjunct instructors. During our recent recruitment efforts for a second full-time instructor, the position was offered first to a woman and then to a Black male, however both candidates ultimately withdrew their names from consideration. The water/wastewater industry in the San Diego region is notably diverse in their workforce. We will be recruiting from waterworks industry websites and job boards for qualified candidates along with posting the position with websites that recruit from traditionally underrepresented populations. The most critical qualifications necessary to teach the blue-collar, hands-on skills that best prepare students for jobs in the waterworks field are subject matter experts that have learned these skills performing field work in the industry.

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)

The new hire will be supported by the existing adjunct's, the majority of which have been in the program for many years, as well as the outgoing Program Coordinator. Although the outgoing Program Coordinator will be leaving, he will be available to the new hire for mentoring and guidance as the new hire finds his/her footing in the campus community. The outgoing Program Coordinator will be active in bringing the new hire up to speed with the various outreach and recruiting activities underway and introducing him/her to contacts within the water/wastewater industry that we collaborate and partner with in these efforts. The new hire will be encouraged to get involved in the campus community, to actively participate on committees and participate in campus activities.

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)

Having one full-time instructor with wastewater expertise and another with drinking water expertise will ensure that students will get valuable, quality instruction in those specialties regardless of their chosen career path. Utilizing Hyflex instruction in more classes will improve equitable access to our program and support increasing enrollment. Where students have work experience or education relating to certain coursework, that experience or education can be considered in waiving a required pre-requisite, ensuring equitable access to courses with pre-requisites. CWS instructors are always striving to eliminate equity gaps by encouraging students to take advantage of campus support programs such as Tutoring, Counseling, Health & Wellness Center, and Cuyamaca Cares.

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)

The pandemic decimated enrollment in our program, bottoming out with less than 100 enrolled in the spring of 2022. Since then, enrollment has steadily increased over the next five semesters to 317 enrolled in the fall 2024 semester (see Annual Program Review). We expect this enrollment trend to continue in the future, making the replacement of our retiring Program Coordinator essential to continue the quality instruction that will best serve our students and best serve the water/wastewater industry that depends on our graduates to fill the many entry level positions the industry is experiencing now and will experience into the future.

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)

All of the goals stated in the Annual Program Review center around increasing enrollment in the program. The program has seen steadily increasing enrollment over the last 5 semesters as a result of these efforts (refer to Annual Program Review). This position will be replacing the retiring Program Coordinator and is essential to the program to keep up with the increased enrollment.

All of the courses offered by the Center for Water Studies program prepare students to qualify for Federal and State certification examinations which is a requirement for gaining entry-level positions in the waterworks industry. These State and Federally mandated certifications are evenly split between drinking water positions and wastewater positions. To adequately serve our students, it is imperative to have two full-time instructors, one specializing in wastewater and the other in drinking water.

The Center for Water Studies also supports the local water/wastewater industry, composed of 23 water utilities and about as many wastewater utilities. Having two full-time instructors with drinking water experience and wastewater experience will enable the program to support the local water/wastewater industry to the fullest extent possible.

Q11

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

This is a replacement position for an instructor who is retiring after serving more than twenty-five years as an adjunct instructor, full-time instructor, and Program Coordinator. In addition to teaching full time, the Program Coordinator also counsels and mentors students, serves on numerous campus committees, represents the program both on and off campus, recruits and supervises 10 adjunct instructors, manages the CWS classroom building and Field Operations Skills Yard, and serves as the faculty advisor for the only Student Chapter of the American Water Works Association at a California Community college. This workload requires two full-time positions in the Center for Water Studies program to adequately meet the demands.

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)

This faculty position will be charged with accomplishing several goals for the CWS program.

1. Expanding our recruitment efforts to underserved communities. Enabling access to high-paying jobs and career opportunities in the water/wastewater industry can be a life changing event.
2. Focus on reducing equity gaps in success. The equity gaps in the CWS program have been improving over the last several semesters, but more can be done.
3. Focus on improving completion of degree/certificate programs. Recruiting existing water industry employees to return to campus and completing their degree/certificate

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.

Respondent skipped this question