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COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, December 10, 2024 10:05:27 PM
Last Modified: Tuesday, December 10, 2024 10:36:31 PM
Time Spent: 00:31:03
IP Address: 99.43.4.221

Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Surveying
Position Title	Full-time Surveying Instructor

Q2

Yes

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

Q3

No

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)

Finding qualified surveying professionals to teach our courses is extremely challenging. When an instructor cancels immediately before the semester begins, we are often unable to find a replacement, leading to canceled courses. This results in a drop in program enrollment, as we lose students who were enrolled in the canceled courses, and it erodes trust in our program's ability to consistently offer classes. Students frequently email to ask whether the canceled courses will be available the following semester (currently, each course is offered only once a year) or inquire about alternative options to meet their requirements. This instability in the program is causing an unnecessary decline in enrolled students—not due to a lack of interest in surveying, but because of the program's inconsistency. A full-time faculty member would provide the stability needed to retain students, ensure courses are offered as scheduled, and foster confidence in the program.

Additionally, our program has recently introduced the "Unmanned Aerial System (Drone) Technologies" certificate, which includes three new surveying courses that require specialized instruction. Teaching these courses requires FAA Certified Remote Pilot certification, further narrowing the pool of qualified adjunct instructors. A full-time faculty member who meets these qualifications would ensure the sustainability and growth of this innovative certificate program, while also supporting the integration of drones into our broader curriculum.

Finally, our current adjunct instructors are working professionals from an industry predominantly represented by white males and are not trained in best practices for diversity, equity, and inclusion (DEI). A full-time faculty member could dedicate the necessary time to develop DEI-informed teaching practices, fostering a more inclusive and equitable learning environment. By addressing these critical needs, a full-time faculty member would not only stabilize and grow the program but also ensure it remains relevant, accessible, and equitable for all students.

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)

The surveying field is predominantly composed of older white men, which has created a high demand for new surveyors as a significant portion of the workforce approaches retirement age. This demographic is reflected in our current adjunct faculty, who are primarily older white men, with the exception of one younger white male who is a Cuyamaca alumnus. To address this disparity and promote diversity within our program, we must take intentional steps to diversify the applicant pool when recruiting for our full-time faculty position.

Here are some strategies to achieve this goal:

Targeted Job Postings: Ensure the job opportunity is posted on a variety of employment sites, with a specific emphasis on platforms that cater to underrepresented demographics in the surveying industry.

Highlighting the Pipeline Opportunity: Emphasize to surveying companies how the faculty position will strengthen the pipeline of new surveyors entering an aging industry. By framing the role as a way to address the industry's talent gap, we can attract more interest from diverse professionals.

Leverage Professional Networks: Surveying is a close-knit field, and many professionals maintain strong relationships. We will leverage our adjunct faculty's networks to personally invite qualified surveyors to apply for the position.

Collaborate with Industry Associations: One of our adjuncts is deeply involved in the California Land Surveyors Association (CLSA) and recently served as president of the local San Diego chapter. We can utilize his connections within CLSA to promote the position and reach a broader, more diverse audience of potential applicants.

By implementing these strategies, we aim to not only recruit a highly qualified faculty member but also contribute to diversifying the field of surveying and enriching the educational experiences of our students.

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)

Given that the Surveying program operates as a relatively isolated program, collaboration and support from the Engineering program would be highly beneficial. The SURV-218 course, which introduces students to surveying practices, is cross-listed as ENGR-218, providing a natural opportunity for integration. Furthermore, the current coordinator for the Surveying program also serves as the chair of the Engineering program, further strengthening this connection.

The Department of Engineering & Physical Sciences has successfully encouraged both full-time and adjunct faculty to participate in professional development opportunities such as EMTLI and Humanizing STEM, which focus on improving teaching practices and fostering a DEI mindset. With mentorship and support from the Engineering program, the new surveying faculty member would be similarly encouraged to engage in these trainings.

Additionally, the new faculty member could be included in the SEED community of practice, which meets monthly to discuss current teaching pedagogy and refine course materials. This collaboration and inclusion would provide the new faculty member with a supportive professional network and valuable resources to enhance their teaching effectiveness and student engagement.

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)

Our current instructors are primarily full-time surveying professionals with limited teaching experience and little exposure to diversity, equity, and inclusion (DEI) practices. Hiring a full-time surveying professional as a faculty member would provide the opportunity for them to dedicate time to developing their teaching skills and gaining expertise in DEI practices. This would enable them to adapt the surveying curriculum to be more equitable and inclusive, fostering a learning environment that better serves our diverse student population.

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)

Enrollment in the Surveying program has been steadily increasing. This growth has occurred despite disruptions caused by last-minute cancellations of course sections, often due to instructors withdrawing just before the semester begins. These cancellations have limited our ability to fully realize the program's enrollment potential. A primary goal for the new faculty member will be to stabilize course offerings, ensuring consistent availability and maximizing enrollment growth.

Furthermore, our new drone certification program presents an exciting opportunity to expand our reach. By highlighting the novelty and career potential of working with drones, we aim to attract high school students who are eager to explore cutting-edge technology. Simultaneously, we plan to target working professionals seeking to enhance their skills and remain competitive in the industry by learning drone technology. This dual approach will not only diversify our student population but also position the program as a leader in innovative, industry-relevant education.

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)

1. Provide students with training on equipment and technology used in the field.
2. Create apprenticeship program to create opportunities for program graduates
3. Increase stability of surveying instruction by hiring a full-time instructor

The program has cultivated a strong relationship with Trimble Inc., resulting in over \$200,000 in donated equipment, with discussions of future contributions underway. Hiring a full-time faculty member would solidify and strengthen this relationship, providing a foundation for lasting industry partnerships. This aligns with Goal 1 by ensuring students receive hands-on training with cutting-edge equipment and technology. The full-time faculty member would be well-positioned to maintain and expand these networks, while also integrating new and innovative technologies into the curriculum. Currently, a part-time coordinator without professional surveying expertise manages these connections, which is not ideal for sustaining long-term partnerships. Additionally, a full-time faculty member would have the expertise or the capacity to learn and master emerging technologies, such as drone systems and FAA regulations, ensuring that critical knowledge remains within the program rather than being lost through adjunct turnover.

For Goal 2, the development of an apprenticeship program requires consistent faculty representation as its foundation. Industry partners such as Caltrans and Birds Eye Aerial Drones (BEAD), members of our Industry Advisory Board (IAB), have already expressed interest in creating internship pipelines for our students. A full-time surveying professional would play a pivotal role in nurturing these relationships and establishing clear pathways for students to transition into the workforce.

Lastly, for Goal 3, the program has faced significant instability in course offerings, with frequent cancellations due to adjunct instructors withdrawing just before the semester starts. Since courses are currently offered only once a year, these cancellations can delay students' academic progress by an entire year, disproportionately impacting those with limited resources. A full-time faculty member would ensure stable course offerings, allowing the program to eventually expand to offer courses every semester. This stability is critical for supporting student success and meeting the growing demand for surveying education.

By hiring a full-time faculty member, the program will enhance its ability to train students, foster industry partnerships, and provide consistent, equitable access to surveying education.

Q11

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

New position, we do not currently have a full-time Surveying faculty member

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 request for a full-time faculty member aligns directly with several of the college's strategic priorities and supports its mission, vision, and values by addressing key goals:

Increase Equitable Access (Enrollment)

The addition of a full-time faculty member will enhance the program's ability to attract and retain students by stabilizing course offerings and ensuring the consistency students need to plan and complete their studies. Our partnership with Trimble Inc. and the development of a drone certification program—both guided by the Employee Advisory Board (EAB)—will draw a diverse range of students, including high school students interested in cutting-edge technology and working professionals seeking to upskill. These efforts will not only increase enrollment but also ensure that the program is accessible to a broader audience.

Eliminate Equity Gaps in Course Success (Passing Grade in Class)

With a full-time faculty member in place, we can better address equity gaps in course success by providing reliable and consistent instruction, improving the quality of teaching, and integrating equity-minded practices into the curriculum. Adjunct instructors currently lack training in DEI (Diversity, Equity, and Inclusion) practices. A full-time faculty member will have the time and resources to participate in DEI-focused professional development, ensuring an inclusive learning environment that supports all students, particularly those from underrepresented groups.

Increase Persistence and Eliminate Equity Gaps (Re-enrolling the Subsequent Semester or Year)

Course cancellations disproportionately impact students with fewer resources, as they often cannot afford to delay their education by an entire year to retake a required class. A full-time faculty member will provide the program with stability, minimizing cancellations and ensuring a predictable schedule that students can trust. This will encourage students to persist in their studies, re-enrolling in subsequent semesters without interruption.

Increase Completion and Eliminate Equity Gaps (Graduating with a Degree/Certificate or Transferring)

The full-time faculty member will support the program's new apprenticeship and internship initiatives, facilitated through industry partners like Caltrans and Birds Eye Aerial Drones. These opportunities will provide students with clear pathways to employment, increasing their likelihood of completing the program and entering the workforce successfully. Additionally, a full-time instructor will ensure the continuity and integration of innovative technologies, such as drones, into the curriculum, further enhancing students' skills and employability.

Increase Hiring and Retention of Diverse Employees to Reflect the Students and Communities We Serve

The hiring process will intentionally focus on diversifying the applicant pool by targeting job postings to underrepresented groups, leveraging professional networks, and collaborating with organizations such as the California Land Surveyors Association. A diverse full-time faculty member will better reflect the student population, serving as a role model and fostering an inclusive and supportive educational environment.

In summary, this request directly supports the college's strategic priorities by increasing enrollment, improving equity in course success, enhancing student persistence and completion rates, and advancing diversity among faculty. By stabilizing the program and fostering industry connections, the addition of a full-time faculty member will help fulfill the college's mission to provide equitable, high-quality education that meets the needs of all students.

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