#21

COMPLETE

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Page 1: Classified Position Request Form

Q1

Please enter the following:

Department	**Earth Science**
Position Title	**SCIENCE LAB TECHNICIAN III – Earth Sciences**
Salary Range*	**$63,120-78,948**
Annual Salary at Step B*	**$66,756**
Hours/week and # of months (e.g., 10-month, 11-month, 12-month)	**40 hours/week, 12 months**

Q2

Current program goal (as listed in comprehensive program review/annual update) this position will directly advance/support:

Design more equitable courses (Goal 1) Update Curriculum (Goal 2) Program redesign in collaboration with Kumeyaay Studies (Goal 3) Create GIS Courses & Certificates (Goal 4)

Q3

How will this position directly advance/support the goal listed above?

This position will directly advance and support all four program goals by providing essential daytime technical coverage for Earth Science labs and field activities. For Goal 1, it ensures equitable access by reducing cancellations and delays that disproportionately affect first-generation, Hispanic/Latino, working, and online-only students. The technician will prepare safe, fully equipped labs and maintain optional take-home kits for asynchronous learners, improving consistency and reducing equity gaps in course success. For Goal 2, the position enables the launch and smooth operation of new GE labs and field modules by handling equipment calibration, sample processing, and integration of modern instruments such as soil probes, water samplers, and mapping tools. For Goal 3, it supports program redesign in collaboration with Kumeyaay Studies by managing logistics and safety for culturally responsive field-based learning, allowing faculty to focus on pedagogy rather than troubleshooting equipment. For Goal 4, the technician maintains GIS-adjacent tools and supports mapping and data collection activities, ensuring readiness for GIS courses and certificates. Overall, this role stabilizes lab operations, improves safety, unlocks planned curriculum updates, and enhances student experiences across in-person and online modalities, directly advancing equity, curriculum modernization, interdisciplinary collaboration, and GIS course development.

Q4 **Additional general fund position**

What type of position is being requested?

Q5

Please attach the description for the position classification (job descriptions are posted on this GCCCD Human Resources webpage).

C.36%20-%20SCIENCE%20LAB%20TECHNICIAN%20III.pdf (148.9KB)

Q6

What are the actual duties and responsibilities that are specific to this requested position that you would like to highlight to help the Classified Hiring Priorities Committee understand the need for this position?How does the lack of this position impact the program's or service area's ability to serve students?(300 words or less)

The requested position will provide dedicated daytime technical support for Earth Science labs and field activities, which cannot be sustained under the current single-technician model. The existing technician primarily works afternoons and nights to cover Physics and Astronomy labs, leaving no consistent support for daytime Earth Science courses. Key responsibilities for the new position include preparing and tearing down geology, geography, and oceanography labs; calibrating and maintaining specialized instruments such as soil probes, water samplers, and weather sensors; processing and labeling rock, mineral, and soil samples; servicing field kits for outdoor instruction; performing safety checks and hazard compliance; and managing optional take-home lab kits for online students. The technician will also maintain GIS-adjacent tools and assist faculty with multi-modality instruction.

Without this position, daytime labs often run late or underprepared, equipment remains broken for weeks, and faculty must perform technical tasks they are not trained or compensated for. This leads to canceled or modified labs, safety risks, and diminished student experiences. Students—especially first-generation, Hispanic/Latino, working, disabled, and online-only learners—are disproportionately impacted by these disruptions, widening equity gaps and reducing course success. Growth in GEOL, GEOG, and OCEA enrollment, new curriculum updates, and planned GIS courses cannot move forward without reliable daytime technical coverage. Additionally, as we begin developing fieldwork in collaboration with the Kumeyaay Studies program, this position ensures that field practices are properly prepared, safe, and culturally responsive. A dedicated technician guarantees consistent, high-quality labs, supports curriculum modernization, enables culturally respectful field experiences, and improves access for online learners. This role is essential for maintaining program integrity, advancing equity, and delivering the hands-on experiences that define Earth Science education.

Q7

* How are the duties of the requested position currently being performed, if at all?

Currently, the duties of the requested position are being absorbed by the division's single laboratory technician, whose primary schedule covers afternoon and nighttime Physics and Astronomy labs. This means there is no consistent daytime coverage for Earth Science labs, which require specialized preparation, calibration, and safety checks before classes begin. As a result, Earth Science faculty often perform technical tasks such as setting up equipment, troubleshooting instrumentation, and preparing samples—duties they are neither trained nor compensated for. Critical responsibilities like field kit servicing, instrument calibration, and safety compliance are delayed or completed in rushed intervals between other labs, creating gaps in readiness and increasing the risk of equipment failures and safety issues. Optional take-home lab kits for online students, which require routine maintenance and check-in/out, are also not consistently supported. In short, these duties are being performed in a fragmented, unsustainable manner, leading to late setups, canceled or modified labs, and diminished student experiences. Without a dedicated daytime technician, the program cannot reliably deliver safe, high-quality labs or expand into new curriculum areas such as GIS courses and culturally responsive fieldwork with Kumeyaay Studies. This lack of support directly impacts student access, equity, and success in Earth Science courses.

Q8

Respondent skipped this question

* OPTIONAL: If duties are being performed by a grant-funded position, when will the grant end?

Q9

Program or Service Area Potential for GrowthPlease describe how the program/department has changed over the past 3 to 5 years and how this position will help the department serve more students directly or indirectly?- How has the demand for program/department services increased/changed over the past 3 to 5 years?- How have workloads in the program/department increased/changed over the past 3 to 5 years?- How many more students will the position serve, and who will it serve?**Please use both quantitative and qualitative data including, but not limited to: details of a newprogram, service, or initiative; number of students served; number of appointments; number ofvisits; number of workshops; total overtime/comp time accrued, number ofhourly/intern/volunteer/work study in program/service area and services provided.**(200 words or less) (Rubric Criterion 2)

Over the past 3–5 years, Earth Science has grown from offering 2–3 small labs per semester to 4–6 labs, with additional GE-level and field-based courses approved for launch. Enrollment in GEOL, GEOG, and OCEA courses has increased significantly, driven by high demand for transfer-level GE science requirements and state priorities in climate science and sustainability. Curriculum updates now include expanded fieldwork, inquiry-based activities, and integration of modern instrumentation such as soil probes, water samplers, and weather sensors. Optional take-home lab kits for online students are also in development to improve access and equity.

Workload has increased dramatically: faculty now manage technical tasks such as equipment setup, calibration, and safety checks due to the lack of daytime support. The current technician works afternoons and nights for Physics and Astronomy, leaving daytime Earth Science labs without coverage. This results in delayed setups, canceled labs, and deferred maintenance.

A dedicated daytime technician will directly serve hundreds of GE students each semester by ensuring safe, prepared labs, supporting field experiences, and maintaining take-home kits for online learners. Indirectly, it enables program growth, supports culturally responsive fieldwork with Kumeyaay Studies, and advances GIS course development.

Q10

Which of the College's strategic priorities will this position most directly support? Note: Selecting more than one strategic goal will not impact the Classified Hiring Priorities Committee rating of the position.

Increase Equitable Access,

Eliminate Equity Gaps in Course Success,

Increase Persistence and Eliminate Equity Gaps,

Increase Completion and Eliminate Equity Gaps,

Increase Hiring and Retention of Diverse Employees

Q11

Please explain how the requested position will support the college strategic goal(s) identified above. (200 words or less) (Rubric Criterion 3)

This position supports multiple college strategic goals by ensuring equitable access to high-quality Earth Science labs and field experiences. Currently, daytime labs lack technical coverage because the existing technician works afternoons and nights for Physics and Astronomy. A dedicated daytime technician will allow the department to offer more GEOL, GEOG, and OCEA sections, reducing waitlists and improving access for transfer-bound students. Reliable lab preparation and equipment maintenance will eliminate disruptions that disproportionately affect first-generation, Hispanic/Latino, working, disabled, and online-only students, directly addressing equity gaps in course success, persistence, and completion. The position also supports culturally responsive fieldwork in collaboration with Kumeyaay Studies, ensuring safe and respectful practices. By stabilizing technical support, faculty can focus on teaching and innovation rather than troubleshooting, improving working conditions and retention—especially for part-time and diverse faculty. In addition, the technician will maintain GIS-adjacent tools and optional take-home kits for online learners, expanding access to hands-on experiences across modalities. This role is essential for advancing equity, increasing completion, and supporting the college's commitment to diversity and student success.

Q12

How will this position improve the student experience at Cuyamaca College? How will the program or service area measure the impact of this position on the student experience?(200 words or less) (Rubric Criterion 4)

This position will significantly improve the student experience by ensuring Earth Science labs and field activities are safe, fully prepared, and equipped with functioning instruments. Currently, daytime labs lack technical support because the existing technician works afternoons and nights for Physics and Astronomy, resulting in delayed setups, canceled labs, and inconsistent quality. A dedicated daytime technician will provide reliable preparation, calibration, and maintenance of specialized equipment, enabling hands-on, inquiry-based learning that is essential for STEM engagement. Students will benefit from timely access to lab stations, properly serviced field kits, and optional take-home kits for online learners, creating equitable opportunities across modalities. The position also supports culturally responsive fieldwork in collaboration with Kumeyaay Studies, enriching student learning through respectful, place-based experiences.

The program will measure impact through clear metrics: lab readiness rates, reduction in cancellations or modified labs, equipment uptime, turnaround time for repairs, and successful deployment of take-home kits. Additional indicators include improved course retention and success rates. These measures will demonstrate how consistent technical support enhances safety, quality, and access, directly improving the overall student experience at Cuyamaca College.

Q13

Please confirm that you have discussed this classified position request with your dean/manager and that you understand that deans/managers will be providing feedback about the division's priorities and needs to help inform and may impact the prioritization process.

Yes, I have discussed this position request and its priority relative to other requests within the division/department with my dean/manager

Q14

Date of meeting (with dean/manager):

Date / Time **11/12/2025**

Q15

In an effort for continued improvement of the Classified Position Request Process, the CHPC would like your feedback regarding the CHPC guidance and process for submitting new classified positions requests.

Respondent skipped this question