#10

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Sunday, December 21, 2025 12:24:20 PM
Last Modified:	Sunday, December 21, 2025 6:34:07 PM
Time Spent:	06:09:47

Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	**Communication**
Position Title	**Full-Time Faculty Hire**

Q2

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

Yes

Q3

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

Yes

Q4

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

No

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)

This program is essential to our program for the following reasons:

Currently the communication department has one full-time instructor who will conceivably retire within the next three years. Communication is a large department undergoing several changes that will pose significant long-term challenges over the upcoming years. There should be one full-time faculty in place to chair the department when I retire. In addition, it is important that there be transitional time allowing the hire to be thoroughly and properly onboarded, so this person is ready to chair when my retirement takes place. The hire process takes time therefore it is imperative we start the hire process soon.

Upon my retirement an adjunct could be appointed to chair and maintain the functioning of our department but there is a big difference between a maintained department and a department that is thriving. A new hire with innovative teaching practices who is current in the field is needed to oversee that curriculum offerings, instruction delivery methods, and marketing of our courses and program allowing us to stay on equal footing in our increasing competition with Grossmont. For example, from 1990 to 2010 Cuyamaca had a competitive forensic team that on several occasions received nationwide recognition but more importantly offered a diverse group of students a chance to learn valuable skills and represent their college. The forensic program was put on hiatus in 2010 and currently any students who want to hone their public speaking skills must compete for the Grossmont team. We are hoping a new full-time faculty might give us an opportunity to resurrect our once beloved forensic team.

Impact of this position on the department/college/district:

Grossmont has eight full-time faculty members and currently we have one. Without a replacement, I will retire soon and we will have none. Grossmont can offer several sections of our capstone classes both in person and online each semester. We offer one section of one capstone class each semester in person. Students seem to prefer online classes and tend to take these at Grossmont so often our enrollments are low and our one offering in jeopardy of cancellation. In addition, both colleges have had a long agreement that public speaking should only be offered in person. Overnight Grossmont has changed half of their public speaking classes to an online format. Most students dread public speaking and opt to take this course online if given the option. Just these changes alone make us fearful that shortly we will begin to see more of our students, especially degree students opting for classes at Grossmont for convenience and time saving reasons. Cuyamaca degree students can still complete requirements within two years, but our relationship and historical agreements with Grossmont are changing. These changes require oversight with at least one full-time faculty in place. The current one will soon need to be replaced with someone who can keep abreast of the long-term, big picture necessary to keep our department healthy and thriving.

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 communication faculty consists of one full time white woman and seven adjunct faculty. The adjunct pool consists of three white women, one white male, one Hispanic male, one Hispanic female and one Asian female. We have made progress towards our continued goal of changing our historically homogenous pool into one that better represents the diversity of our student population. We welcome the idea of a new hire who potentially will expand our instructor diversity. To aid in our efforts to capture a diverse pool of applicants we intend to publicize our opening with our national communication organizations. The career center with the National Communication Association, the career center with the Western States Communication Association, and the jobs forum site with the Eastern Communication Association would be our nation-wide choices in addition to local postings. Our posting will seek an applicant who has innovative teaching practices and is current in the field. It will also enumerate that they have a history of campus involvement, a background in competitive forensics, training in EMTLI, and extensive online teaching and training experience.

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 fact that this question is on the faculty request form attests to the fact that a well-planned onboarding process is essential to support the new hire's assimilation into the department and college. To plan and execute an on boarding process would be a pleasure and in my opinion a necessity before I retire. If I were to be retired before a replacement is hired that person would be facing a learn as you go, stand alone onboarding. Such a possible scenario doesn't seem in keeping with our college's employee health and wellness value. I have thirty years' experience with the department and the college and learning my chair duties has been a daunting process for me.

•	Below is not an exhaustive list but represents some of the ways I would support a new hire:

•	Introduce and encourage the new faculty to take advantage of all resources available to support faculty such as AFT membership, THRIVE, EMTLI, professional development and so on.

•	Continued conversations to convey a big picture of where our department has been historically and collaborate on both a short term and long-term plan of how to navigate the significant changes in curriculum and increased competition for students with Grossmont that our department is encountering.

•	Provide opportunities to meet, greet, and bond with the adjunct pool many of which only teach online and are rarely on campus.

•	An extensive campus tour to meet and greet the faculty and classified staff that provide support for various campus needs.

•	Plan a meet and greet with the chair and full-time faculty at Grossmont College.

•	Meetings to discuss department past and current data trends, especially as they pertain to equity gaps in success and retention and an overview of department SLO's and PLO's.

•	Introduce the various campus committees and encourage service once the new hire feels settled and ready.

•	Walk them through technology like Nuventive, Survey Monkey, and district data collection websites/links

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)

A new hire could help us improve student learning/achievements and close access and outcome gaps in our program in the following ways:

Modify curriculum to reflect the college's diverse student population

Over the thirty years I have served as an adjunct and full-time instructor I am unaware of any additions to our standard course offerings. Grossmont College offers courses that we do not; Comm Studies: Health and Wellness (comm 126), Oral Interpretation-Literature (comm 135), Comm Studies-Race and Ethnicity (comm 144). Other community colleges in California offer courses in communication study tailored to African American, Latino or Gender studies. A new hire who is current in the field would hopefully consider implementing some additional curriculum that would attract and serve our diverse student population well. In terms of our current curriculum offerings, we undertake ongoing meetings to share ways that lecture examples, readings, videos and assignments can be updated, modified, and monitored so that diverse students can see themselves recognized in our teaching practices and materials.

A new hire could help us improve student learning/achievements and close access and outcome gaps in our program in the following ways:

A new hire gives us an opportunity to increase diversity amongst our instructional pool. Should that not end up being the case we aim to hire someone who appreciates the importance of hiring adjuncts who will continue to reflect the diversity of our student population. According to a 2019 study published in the journal Race and Ethnicity and Education, "Faculty diversity has benefits for all students: however, increasing faculty diversity may be particularly helpful in reducing academic disparities for students of color,"

Analysis of our success rate and retention data over the past five years does not show any glaring differences between our department's success rates for specific student populations and that of the college. Nevertheless, we do have equity gaps in our department and take many ongoing efforts to close these gaps. Please reference the Student Achievement section of our Annual Update Report.

Ensuring equitable access to courses that have prerequisites

Historically the only suggested prerequisite in our course has been that students take oral communication (Comm 1000) before they attempt Advanced Oral Communication. Exceptions are often approved and pose no equitable access issues.

We have recently added a prerequisite to COMM 145 our Argumentation Course. The merger of CSU and UC GE patterns required us to significantly revise our COMM 145 course. Our revisions were denied and further revisions are in the pipeline. The course currently meets the critical thinking requirement for Cuyamaca and the CSU system. Because of the merger, throughout the state, community college programs are being asked to include an out-of-department prerequisite, ENG 120 or ESL 122. We believe adding this prerequisite will decrease equitable access to our course. In addition, we believe enrollment for this course will continue to be significantly affected because Grossmont now offers several sections of this course online and we do not.

It is difficult to find available adjuncts who are willing or qualified to teach this course. Also, the trend toward low enrollments and

It is difficult to find available adjuncts who are willing or qualified to teach this course. Also, the trend toward low enrollments and cancellations makes adjuncts hesitant to teach this course for scheduling reasons. It would be tremendously beneficial to our department to hire a person current in the field, with a Forensic and online teaching background, who could find acceptable ways to teach this course online or capable of teaching it in person.

Removing barriers for students, especially those from historically marginalized groups

As mentioned earlier in this report, Cuyamaca had a Forensics team that often-received national recognition for our college. Competitive speaking allows students to significantly improve their research, writing, performance, argumentation, critical thinking, impromptu speaking and evidentiary support skills. Also, the forensic team attracts a very diverse student population that find a supportive community and a sense of college pride via their association and travel with one another. Students seeking peer connections and a chance to hone their oral communication skills can only compete for Grossmont. A new hire with a background in forensics would afford us an opportunity to resurrect our forensic team and offer an incredibly valuable and unique opportunity for students at our college.

Adopt/create no cost/low-cost textbook and course materials.

We would benefit from a new faculty who is up to date on trends and can continue to support and expand the progress we have made in finding and adopting no cost materials for our students. Currently we have two adjuncts who are working with a grant to co-author an OER textbook for COMM 1000. A new hire could oversee and help us implement our goal of zero cost materials in all our class.

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 Communication Department has seen increasing numbers of students enrolled since the pandemic, particularly in COMM 120 (Interpersonal Communication). Every semester, we see the online sections of COMM 120 fill first and each section consistently has a long wait list. Each semester, we add an additional online COMM 120 that quickly fills as well. At this point, we don't have any reason to believe that the program will see increased enrollments, but if the trend we have seen over the past 4 years continues, our program will maintain current numbers or may continue to grow but I doubt that. Please see the Summary of Changes, Additions and Achievements section of our Annual Update for further details possibly affecting future enrolments.

 The communication program has consistently high fill rates. Although we have a negotiated class cap of 30 students, we still have excellent efficiency. For example, for the Fall 2024 semester, we had an FTEF of 4.200. Our earned WSCH/FTEF was 403.14. The fill rate for all COMM courses was 88.3%. If we just consider our COMM 120 course, we see a WSCH/FTEF of 449.27. And the fill rate for these courses (both online and in-person sections) was 98.6%.

With the impending retirement of the sole full-time faculty, these healthy numbers surely justify a replacement who within a relatively short time frame would serve as the sole full-time faculty and chair. Currently students are not adversely impacted much without this position being filled. However, if the department becomes vacant of any full-time faculty/chair the negative impacts for students, the adjunct pool, and the overall department health and our contributions to the college will be significant, are too many to list and a bit troubling to contemplate. Please see Annual Update Report.

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)

The requested position supports two goals listed in the comprehensive program review report and they are as follows:

Goal Two: Improve Diversity and Equity in the Communication Program

Conceivably the new faculty hire will reflect a given population of our diverse student body and extend the diversity in the instructional pool we have been trying to create and maintain. Whether or not that ends up being the case, we intend to strive for a hire who provides leadership on helping to reduce equity gaps, promote EMTLI training, and when acting as chair seeks to hire diverse adjuncts and promote an understanding of the importance of equity and diversity among our existing faculty.

Goal Three: Increase Innovation and Currency in the Field

We strive to hire both full and part-time faculty who employ innovative teaching practices, are current in the field, and are proficient in technology. By doing so we hope to better reach students who may be reluctant or unable to participate in fully face-to-face classes. Also, faculty who possess these skills can create environments that help in person students stay better engaged and thus become more successful in course completion.

Q11

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

The request is an ongoing request to replace the retirement of Nancy Jennings and hopefully to soon replace the impending retirement of the sole full-timer left in the communication department. Hopefully the position can be filled before that retirement takes place so the hire can be supported via an on-boarding process and be ready to chair and maintain the health of the communication department.

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)

2025-26 Faculty Position Request Form

This new faculty request supports and advances strategic priorities and the College's mission, vision and values in the following areas:

Increase Equitable Access (enrollment)

 Cuyamaca is an open access institution and as such, the communication department diligently and consistently adopts, and revises policies intended to welcome students and recognize and remove barriers. This process requires vigilance, time and effort, and coordinated collaboration amongst faculty. Adjuncts whose duties are spread across several campuses, who do not have the time or dedication to devote to such oversight. A second full-time faculty member would allow more time to observe, analyze, and adjust our practices toward this end. Also, the new hire will have time to become familiar with our barrier removal goals and continue to implement and improve them once the hire becomes the sole full-timer and chair.

Eliminate Equity Gaps in Course Success (passing grade in class)

We hope to use this position as an opportunity to increase and /or promote diversity in our program. Our new hire may not end up representing one of our diverse populations, but we will hire someone who is well versed in and actively promotes EMTLI practices. As referenced previously, a 2019 study published in the journal Race, Ethnicity, and Education states, "Faculty diversity has benefits for all students; however, increasing faculty diversity may be particularly helpful in reducing academic disparities for students of color."

Increase Persistence Eliminate Equity Gaps (re-enrolling the subsequent semester or year)

Since more diverse faculty help increase success for diverse students, we contend diverse faculty will also help increase persistence. An additional full-time faculty would increase the time we could devote to mentoring students towards success and completion. More specifically reaching out to students who are missing class, are consistently late, are struggling to complete assignments, are exhibiting behavioral issues in class, or who need referrals to student support services. Our adjuncts given their schedules at various campuses often do not have the time to provide ongoing support, so they often refer their struggling or troubled students to the chair. If there is no full-time faculty in place when the current chair retires there will be no one to oversee and address these student issues and help to ensure students who need guidance do not fall through the cracks.

Increase Completion and Eliminate Equity Gaps (graduating with a degree/certificate, or transferring)

Nancy Jennings , recently retired, shared with me that during her service on the Program Review Committee on and off since the early 1990s, she noticed repeatedly that trends in enrollment were correlated with the presence or absence of a full -time instructor in a given program. When a program hired its first full time instructor, enrollments increased. When an instructor retired, enrollments in the program would decrease. Sometimes even when a full-time instructor was away on sabbatical, a decrease in enrollment could be observed. It is difficult to show a causal relationship, but a correlation was noticed. The presence of a full-time faculty to act as a mentor and advisor to students increases degree completion, as well as transfers to 4-year institutions. For example, a full-time faculty member has more time and energy to invest in recruiting students for specific classes and for our major and helping students apply to four-year institutions. Also, a full-time faculty/chair can help students file appeals when they do not get admitted to the Communication Major at our local CSUs. We look forward to a new faculty hire who can help with all of the above.

Increase hiring and retention of diverse employees to reflect on the students and communities we serve

This strategic priority, as written, is exactly what our goal is in hiring a new full-time instructor in the program.

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