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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Surveying
Position Title	Full-Time Tenure Track Faculty

Q2

Yes

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

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)

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)

A full-time faculty member is essential to the Surveying program because the current reliance on adjunct instructors is no longer sustainable given industry demand, credentialing requirements, and the need for consistent program leadership. Despite the dedication of a few long-term adjuncts, we continue to experience last-minute cancellations when adjuncts withdraw due to competing professional obligations. These cancellations delay students' progress—sometimes by up to a year—and undermine the College's goals of student success, equity, and timely completion. Recruiting new adjuncts is extremely difficult, as qualified candidates must hold a Professional Land Surveyor license, and with the addition of our drone certificate, an FAA Remote Pilot certification as well. This shrinking pool of eligible instructors makes it impossible to reliably staff the program with adjunct faculty alone.

A full-time faculty member would provide instructional stability, oversee the drone curriculum, support rigorous field-based learning, and maintain the professional relationships needed to keep instruction aligned with evolving industry practices. This position would also enable the program to engage in sustained outreach with regional high schools and industry partners—essential work to increase awareness of surveying careers, diversify the field over time, and build clear pathways into high-demand jobs. These efforts directly advance the College's mission of promoting equity, innovation, and social and economic mobility.

At the department and college levels, this role would reduce cancellations, improve retention, and create a more predictable and supportive learning environment for students. At the district and regional levels, a dedicated faculty member would strengthen workforce pipelines in a field facing a retiring labor force and significant hiring needs. In short, this position is critical for program stability, regional workforce development, and the College's long-term strategic goals.

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 program's faculty demographics mirror the broader surveying profession, which is predominantly white and male. This is reflected in our adjunct pool, where nearly all instructors come from a field that has historically lacked racial and gender diversity. Because the external labor market for licensed Professional Land Surveyors—and now FAA Remote Pilot certificate holders—is overwhelmingly homogenous, diversifying our adjunct faculty has been extremely difficult despite the program's commitment to equity.

Recruiting a full-time faculty member offers an opportunity to better align with Cuyamaca College's mission, vision, and values by expanding outreach and widening candidate recruitment beyond our traditional networks. To ensure a more diverse applicant pool, we will advertise this position through professional associations that promote diversity and inclusion in STEM and geospatial professions, such as organizations supporting women in surveying, people of color in geospatial sciences, and underrepresented groups in technical trades. These professional associations reach far more diverse audiences than the traditional surveying networks typically used to recruit adjunct instructors.

Additionally, program outreach to high schools and industry partners—led by a full-time faculty member—will support long-term diversification by increasing awareness of surveying among students who may not otherwise encounter the profession. This work advances the college's commitment to equity, social justice, and student-centered pathways by creating opportunities for historically marginalized groups to enter a high-demand career field.

Hiring a full-time faculty member is therefore essential not only for program stability but also for building a more inclusive, future-focused faculty pipeline that aligns with the college's values. A dedicated instructor will have the capacity to lead equitable recruitment efforts, strengthen industry relationships, and support practices that improve access and representation in the surveying field over time.

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)

To ensure the successful onboarding and long-term inclusion of the new full-time Surveying faculty member, we will implement a structured support plan that integrates campus-wide resources with discipline-specific mentoring. College programs—THRIVE, Tenure Review, EMTLI, and Communities of Practice—will ground the new hire in our mission, equity-minded pedagogy, and cross-campus collaboration.

Within the division, a new Dean will be stepping into leadership. Early in the onboarding process, we will establish a collaborative relationship among the Dean, the new faculty member, and the current program coordinator to support clear communication, shared expectations, and timely guidance. Because there are no full-time Surveying faculty, I (Keenan Murray)—or a faculty member in a closely related discipline—will serve as the primary colleague mentor to help the new hire navigate institutional processes and acclimate to the department and college community.

To foster belonging and continuous professional growth, the new faculty member will be invited to join our SEED community of practice, where faculty engage in equity-centered teaching, share inclusive curriculum strategies, and co-design approaches that reduce barriers for historically marginalized students.

These onboarding strategies directly advance the College's strategic priorities: increasing equitable access through stable outreach and scheduling; reducing equity gaps in course success; supporting persistence through predictable pathways; strengthening completion by avoiding course cancellations; and improving the hiring and retention of diverse employees through mentorship, community, and professional development. This intentional approach ensures the new faculty member is welcomed, supported, and positioned to thrive.

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 full-time faculty member will significantly improve student learning, achievement, and equity in the Surveying program by providing consistent instruction, addressing barriers to access, and ensuring that students—especially those from historically marginalized groups—can progress through the program without interruption. Currently, course cancellations caused by adjunct availability issues disproportionately impact students who have limited flexibility in their schedules, rely on financial aid timelines, or balance work and family responsibilities. A dedicated faculty member ensures stable scheduling, predictable course sequences, and reliable access to prerequisite courses, all of which are essential for closing equity gaps in persistence and completion.

This position also strengthens efforts to remove barriers to entry in a field traditionally dominated by white male practitioners. A full-time instructor can lead outreach to high schools and communities that have limited exposure to surveying careers, increasing awareness for women, students of color, and first-generation learners. By expanding access to a high-wage, high-demand career pathway, the program supports social and economic mobility in alignment with the College's mission.

Curriculum improvements are also central to equity. A full-time faculty member will have the capacity to integrate culturally responsive teaching practices, update course materials to better reflect diverse student perspectives, and continue the program's movement toward low-cost or no-cost materials where possible. These efforts reduce financial barriers and support inclusive learning.

Hands-on training with surveying and drone technology is essential for student achievement in this discipline. A full-time faculty member ensures regular fieldwork opportunities, consistent equipment access, and high-quality instruction that supports student success on industry-recognized pathways.

In summary, this position directly enhances learning quality, eliminates barriers that cause equity gaps, and expands access to a growing technical field where representation is limited—advancing student achievement and long-term workforce equity.

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)

Yes, there is clear evidence of rising student demand for the Surveying program, and students are being adversely impacted by the lack of a full-time faculty member. Enrollment trends in recent semesters show steady growth as awareness of the program increases and regional workforce demand continues to climb. At the same time, the number of qualified surveyors in the labor force continues to decline due to retirements, making this a high-opportunity field that more students are seeking to enter. Despite these enrollment increases, the program cannot fully meet demand because of instability in adjunct staffing.

Students are directly—and negatively—affected by the absence of a full-time instructor. The program has experienced multiple last-minute adjunct cancellations due to competing industry obligations. These cancellations have led to course sections being dropped, in some cases delaying a student's progress by up to a year because key courses are offered only once annually. This creates bottlenecks for students nearing completion and exacerbates equity gaps for those who cannot afford extended timelines.

Additionally, the launch of the drone certificate has increased student interest, but it has also raised instructional requirements; faculty must now hold both a Professional Land Surveyor license and an FAA Remote Pilot certificate. This further limits the adjunct pool and increases the likelihood of course disruptions. Students enrolled in drone and surveying courses require consistent hands-on instruction, access to equipment, and field training that adjuncts cannot reliably provide under the current model.

Overall, student demand is rising, but the program cannot respond effectively without a full-time faculty member who can ensure instructional continuity, prevent course cancellations, support students through completion, and expand access to a high-wage, high-demand career pathway.

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)

This request directly supports all three active program review goals. First, a full-time faculty member is essential to providing students with training on equipment and technology used in the field (Goal 1). Surveying requires intensive hands-on instruction with advanced tools such as total stations, GPS/GNSS receivers, scanning equipment, and drones. Adjunct turnover has created gaps in students' access to this equipment, while a full-time instructor would ensure consistent training, maintain equipment readiness, and strengthen relationships with industry partners who support technology access. This stability particularly benefits historically marginalized students, who are disproportionately impacted when essential technical courses are cancelled or inconsistent.

Second, the hire is critical to creating an apprenticeship program for program graduates (Goal 2). Developing an apprenticeship requires sustained collaboration with industry, advisory board members, and regional workforce partners—work that cannot be accomplished within the current 0.05 reassigned time for the coordinator. A full-time instructor would maintain regular communication, align curriculum with employer expectations, and build pathways that help students, including women, students of color, and first-generation learners, enter a field where they have been historically underrepresented.

Finally, the position directly advances increasing the stability of surveying instruction by hiring a full-time instructor (Goal 3). Frequent last-minute adjunct withdrawals have resulted in course cancellations that delay completion by up to a year. A full-time instructor ensures reliable course sequencing, supports persistence, improves completion rates, and creates an equitable learning environment where all students—especially those balancing work, family, and transportation barriers—can plan their academic pathway with confidence.

Overall, this hire is critical to program continuity, equitable access to high-demand careers, and fulfilling the college's mission to promote equity, innovation, and social and economic mobility for the communities we serve.

Q11

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

New. The Surveying program has never had a full-time faculty position.

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 full-time faculty position directly supports all five of the College's strategic priorities by stabilizing and expanding a high-demand program that currently lacks the capacity to meet student and regional workforce needs. First, a full-time faculty member will increase equitable access (enrollment) by building consistent outreach to regional high schools and industry, raising awareness of surveying among students who are often unfamiliar with the field. This outreach is essential for expanding access for underrepresented groups and aligns with the College's mission to advance equity and social justice through educational opportunity.

The position will also help eliminate equity gaps in course success by providing stability in course offerings, reducing last-minute cancellations, and ensuring students have reliable access to the hands-on, field-based instruction required in this discipline. Stable instruction improves learning conditions and supports the College's student-centered values.

By ensuring predictable scheduling and building stronger relationships with students, the faculty member will improve persistence and eliminate equity gaps by keeping students enrolled term-to-term rather than losing momentum due to canceled or unavailable courses.

Additionally, the position directly supports completion and equity in completion by maintaining the full sequence of surveying and drone courses needed for timely graduation. The current adjunct-dependent model has resulted in delayed pathways, pushing completion back by up to a year for some students. A dedicated faculty member ensures students can complete certificates and degrees without interruption, promoting the College's vision of social and economic mobility.

Finally, this hire supports the priority to increase hiring and retention of diverse employees, as the recruitment plan includes outreach through professional associations dedicated to supporting women and people of color in surveying. This aligns with the College's commitment to equity, inclusion, and building a workforce reflective of the communities we serve.

Q13

Yes, I have discussed this position request with the Division Dean

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.

Q14

Respondent skipped this question

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.