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COMPLETE

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## Page 1: Full-Time Faculty Position Form

## Q1

Please enter the following:

Department	<b>Business &amp; Professional Studies</b>
Position Title	<b>Accounting Instructor</b>

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## Q2

1. 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)(300 words or less)

This position will support the entire Accounting program, but with the addition of this second FT position would allow one instructor to focus on the Career Education aspects of this major while the other focuses on transfer. It would support the goal of exploring the CTEC (California Tax Education Council) certification for the BUS 150 Individual Income Tax Accounting course which would certify a student to be able to prepare taxes for a fee in the state of California by completing this one course. Additionally, the position would help promote and encourage equity training opportunities to all faculty for either first-time or ongoing training needs; re-evaluate the content and units of BUS 122, Intermediate Accounting; and help reduce equity gaps in BUS 120 which is the gateway course to the Accounting program.

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## Q3

2. 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) 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 accounting discipline must maintain relationships with universities for transfer students (increase completion and eliminate equity gaps), with high schools (Guided Pathways), and with local businesses for Career Education (CE) opportunities. Without this position, the department cannot keep up with the responsibilities, as well as helping students in basic advising and counseling needs, improving program diversity and equity, curriculum development, and teaching the new curriculum (Student Validation, Engagement, and Organizational Health). Many of the current roles and responsibilities are being maintained by the current full-time accounting instructor but another full-time position is required to help achieve all of the college strategic priorities surrounding equity that are listed in the text of this question.

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**Q4**

3. 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)- 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)

It would appear that success rates have been fluctuating from semester to semester with a noticeable drop off in the fall semester and then an upswing in the spring. With another full time faculty we would be able to better address this swing as well as lift the overall success rates and decrease the equity gap that exists. One plan is to offer help sessions using HyFlex setup to provide additional help to all students in BUS 120 Financial Accounting, which is the feeder course to the Accounting program and has the majority of equity gaps. Another idea is to create a club and environment where on campus and off campus students could mingle and faculty could promote as well as participate in these activities. Ability to promote the very resources that students need to address any inadequacies or roadblocks to learning and help initiate this process and help with utilizing these resources. Integrating these resources into the classroom and department would be a big step in helping to close the equity gap that exists.

**Q5**

4. 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 current data from the City of San Diego, the State of California as well as the country as a whole has shown the increase demand in accounting related jobs and business degrees that require a background in financial and managerial accounting. According to BLS (Bureau of Labor and Statistics the accounting field should see an average growth rate of 10.7% over the next 8 to 10 years and this is well above the average rate of 7% of most other fields. Auditors and tax preparers will be one of the fastest growing fields within the accounting industry. These projections by the BLS are being revised upward since due to the new IRS regulations and tax policies just passed into law in the past month. These fields lend themselves toward ranking high in the earnings spectrum. In order to meet this new demand, we need an additional faculty member just to catch up to the demand we currently are not meeting and get ahead of the ever-changing accounting rules and regulations that are constantly changing on a yearly basis. And to be able to meet this demand and close the equity gap that has been expanding in many of our underrepresented groups (specifically African American and Latino but not just limited to those groups) we need to hire additional full-time faculty.

The demand just for financial accounting and managerial accounting alone always exceeds the number of seats available and we are not always able to accommodate students from the waitlist. With this major being impacted at SDSU we get an overflow of students who cannot enroll at their own college and are looking to our department to help fill their needs. With this issue trending to be even higher in the future, the need for extra classes as well as instructors to fill these classrooms is becoming more dire. The need to keep up to date with accounting guidelines and the ever-changing landscape for testing requirements and certifications for CPA's and tax preparers, the ability to teach, keep current and make an impact on the student, college and community is ever becoming more difficult.

**Q6**

5. What are the racial and gender demographics of the faculty within your program? What steps will your program take to ensure this position will promote faculty diversity to reflect the students the college serves, for example: (Rubric Criterion 1)- Participating in professional development related to equity and diversity in hiring- Participating in professional development related to equal employment opportunity (EEO)- Completing EEO Representative Training- Employing strategies to recruit diverse applicants(300 words or less)

Accounting has one full-time instructor and four adjuncts, of which 3 are white men and 2 are white women. All of them have earned priority of assignment due to the length of time they have taught in the program, and one adjunct is in his 48th year teaching at Cuyamaca. There is not a lot of turnover in the program, nevertheless, the department is committed to diversifying the instructor base as courses become available due to program growth or attrition. The demographic that is underrepresented in faculty and has the most inequity in our program review would be our priority for the position and help diversify our faculty as well as ensuring that we recruit the diversity that is needed to address this equity gap.

Three of five Accounting faculty have completed equity-minded trainings and have begun implementing strategies in their courses. We are encouraging all Accounting faculty to participate in these trainings.

One instructor participated in the Flexible Course Design Institute which provided faculty with pedagogical strategies for an inclusive classroom where ALL students feel welcome, safe to participate, and supported in their learning. One instructor completed the following: Uncomfortable Conversations with a Black Man. Continuing education for CMA: DIVERSITY & INCLUSION 1-ON-1: BE AN INCLUSION ALLY – ABCs OF LGBTQ+. Another instructor completed the following: Earned a certificate of completion in Black Students Lives Matter class offered by MiraCosta College. Completed Black Community ALLY training and refresher classes. Completed CARE training at MiraCosta College and am a member of the CARE team that supports all student needs in terms of health, housing and food insecurity, mental health and academic support.

**Q7**

6. Describe why this position is essential to your program and/or service area. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (Rubric Criterion 1, 3)(300 words or less)

The accounting discipline offers a transfer degree as well as a certificate program which is an important part of the Work Force Grant. The program is very productive and WSCH/FTEF is well above the institution set standard of 460. Fill rates are also at or above college averages, especially for BUS 120 Financial Accounting and BUS 121 Managerial Accounting, which almost always have wait lists. Besides this area and more specifically discipline is in high demand and the trends are forecasting an even greater need. The accounting discipline holds many of the top 10 jobs in the county as well as the country with demand increasing for those specific jobs as well as jobs that require or encourage this degree to apply such as FBI and city planner. The program has also noticed some gaps starting in the ethnicity/race data. There is work to be done among some ethnic groups. Success rates for some ethnic groups differ considerably than others. Without the addition of new faculty and focus on mentoring students, it will be difficult to meet the college-wide success goal.

**Q8**

7. Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)(100 words or less)

This is a new position that would be hired to help support the number of classes taught and improve the percentage of classes that are taught by full time instructors. Currently there is only 1 full time instructor which accounts for teaching less then 40% even when taking into consideration that he currently teaches overload in the department.

**Q9**

8. 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. Note: The Division Dean will be providing feedback to help inform the prioritization process

**Yes, I have discussed this position request with the Chair of the Department**

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

**Q10**

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**