#6

COMPLETE

Collector:	Web Link 1 (Web Link)
Started:	Tuesday, December 12, 2023 2:51:45 PM
Last Modified:	Tuesday, December 12, 2023 3:03:24 PM
Time Spent:	00:11:39
IP Address:	160.227.129.226

Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	**BPS/BOT**
Position Title	**Full Time BOT Instructor**

Q2

If this position has already been funded, do your want to continue with the current request?

No, the position has not yet been funded

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Q3

1. 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)

Business Office Technology (BOT) prepares students for employment in today's business offices which are technology intensive. The technology is changing rapidly with the advent of Artificial intelligence and ChatGPT. It is imperative that our curriculum maintains its relevance in the workplace. Recent enrollment has increased by 12 percent from 2022. There are currently four adjunct instructors--one currently involved in dual enrollment with Bostonia High School, one is a full-time employee at a local high school and unable to add to her load and the remaining two are at full load. The recently hired BOT Coordinator is tasked with 30% program coordinator duties and a 70% teaching role. She teaches 6 courses and two office work experience classes for a total of 7 units for the current semester. BOT offers a total of 23 classes. The adjunct teaching load includes M. Cobain with two classes, A. Zuckerman with 5 classes, H. Ikzir with five classes and A. Hanna with 2 classes. There is a wait list in BOT 100 Basic Keyboarding of nine students in FA 23. SP 24 has a waitlist of 5 people for BOT 100 so far.

The department has demonstrated commitment to hiring diverse faculty as evidenced by its part-time faculty demographics. The faculty reflect the demographics of the student population with two female Chaldean instructors who are fluent in English, Arabic and Aramaic; one Hispanic female fluent in English and Spanish; and one female Asian American. Our student population is 55% female, 35% Hispanic, 18% Middle Eastern/North African, and 28% White. Based on instructor feedback the White population is significantly overstated, and in large part are non self-identifying Middle Eastern/ North Africans. In practical experience student population of Middle Eastern is closer to 70-80%.

BOT 100 Basic Keyboarding, the program feeder class has increased enrollment by 50 students. In addition, BOT will now offer BOT 106 Effective Job Search and BOT 107 Office Systems and Procedures. There is a demand to expand our program and offer more classes as reflected in the current Labor Market Information provided by the California Employment Development Department as the job posting demand is higher than the national average. (https://www.cuyamaca.edu/_resources/assets/docs/about-cuyamaca-college/career-education/executive.pdf page 5). Unfortunately, there is no one to development new curriculum and do the content work as the only full time faculty is already very taxed maintaining the department. A second full-time instructor is critical to develop new curriculum, support guided pathways, provide student support and engagement, and grow the program, focus on equity for all BOT students, explore labor market demand to better develop career maps for majors, strengthen connections with area high schools and universities, and further develop the Career Education market demands. There are further opportunities for collaborations involving industry and Work Based Learning prospects. The amount of work involved in my current duties as program coordinator and instructor, makes it difficult to participate in staff development activities, advance program goals, offer more classes, monitor and review curriculum and oversee the needs of the student and faculty demands. Without this second full-time faculty position, support of the college vision, mission, and values will be very difficult to achieve.

Q4

2. 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)

The BOT program has four adjuncts and 1 full time faculty, all of which are women and minorities. The adjunct gender demographics reflect the makeup of the student population within the program. Our student population is 55% female, 35% Hispanic, 18% Middle Eastern/North African, and 28% White. Based on instructor feedback the White population is significantly overstated, and in large part are non self-identifying Middle Eastern/ North

Africans. In practical experience student population of Middle Eastern is closer to 70-80%.

There is little turnover, many adjuncts have been in the department from 20 years to 8 years, as adjuncts demonstrate a strong commitment to assist the large number of diverse and underrepresented student groups.

One full time instructor is enrolled in the Equity Minded Learning & Teaching Institute (EMTLI) workshop in an effort to promote greater diversity and inclusion in the classroom. We are encouraging all adjuncts to participate in these workshops. All adjuncts also participated in equity workshops in the Online Teaching Conference held in Long Beach in 2022. They also are involved in the American Federation of Teachers Union workshops that discuss equity and diversity in the classroom. They also work closely with the EEO counselors on campus to ensure students diversity, equity and accessibility the classroom.

Adding a second full time faculty will allow the department to grow in gender diversity and hopefully continue to increase our service to our Hispanic student population. To ensure hiring diverse faculty, we would be posting the position in diverse communities like: Black Data Processing Associates, and Digital Undivided which is an organization focused on supporting African American and Hispanic people in technology.

Q5

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)

A full-time faculty member would be better able to accommodate the 12% increase in enrollment by contributing to the overall success and retention rates and decrease equity gaps as we would have two full time faculty offering more class sections, directly supporting our students with office hours and reflecting the student population in a greater manner. We provide materials for 11 courses free to the students, and negotiated a discount on materials for the remaining twenty courses to provide equitable access for our students. We also have books available to loan for the semester. We support the college vision for equity through our cross listed course BOT 180/ARBC with Arabic studies program creating more opportunities for our diverse students. The lab provides a specialized Arabic keyboard for students in the classroom. The BOT student computer lab has a notable increase in use the past year as students use this resource for access to technology they can't afford.

BPS/BOT aims to participate in job and career fairs on campus. This will provide a valuable resource for current and incoming high school students. This will demonstrate the importance of BOT skills and opportunities available in the workplace. BOT is offering Zero Textbook Cost (ZTC) for economically disadvantaged high school students in our Dual Enrollment Program with Bostonia High School. We will be expanding course offerings to the High School Students and continue to offer ZTC to help close the equity gaps. Empirical evidence suggests that the Zero Textbook Cost has increased enrollment for historically marginalized student groups.

Q6

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)

Demand for the program is apparent with the increase in degrees and certificates awarded in the last five years over the previous 5 years (2011-2015 vs. 2016-2021)

Description	Percent Increase
Degrees Awarded by Academic Year	34%
Certificates of Achievement Awarded by Academic Year	56%
Certificates of Specialization Awarded by Academic Year	90%

There are two adjunct tutors working a combined 40 hours a week for online and in-person support for all BOT course work. The demand is high and tutors maintain a daily full appointment calendar serving at a minimum 20 to 30 people per day and employ a constant waiting list quickly moving to support students needing help.

Labor market data has shown that there is a strong demand for office technology workers in San Diego and Imperial County (https://www.cuyamaca.edu/_resources/assets/docs/about-cuyamaca-college/career-education/executive.pdf page 5). BOT office skills apply to most every type of industry and help to increase productivity and efficiency in any workplace. Several courses are placed in an annual rotation with waitlists and not enough faculty to meet the demand due to load limitations. When students are not able to enroll in these courses, it delays their completion date. Anecdotal evidence suggests that many students have gone to Grossmont or other institutions due to lack of section availability. However, most would prefer to attend Cuyamaca with its convenient location and better instructor-to-student ratio.

Q7

5. 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)

This request is supporting Previous Goal 1, monitor the immigrant situation in East county. Additional faculty will allow for greater focus on this underserved population. Previous Goal 2, Increase enrollment for 18-24, would be better served by adding another full time faculty as there would be yet another person to participate and help host student recruitment events. Current faculty have participated in 4 events during FA 23 and we would have liked to participated in even more if there were more people available. Previous goal 3 is to promote and encourage equity training to all faculty. Adding new faculty to the department would increase the number of people trained and hopefully generate more new ideas on how to implement the various trainings within our courses.
 A second full-time BOT instructor is necessary for their leadership and program knowledge to support student success efforts and assist in the effort to close equity gaps. Equity gaps persist with our African American students. Hiring additional full time faculty creates another opportunity for students to potentially see themselves in the instructors, if we hire an African American Instructor that can hopefully further connect with these students and close the gap. BOT anticipates an increase in enrollments with new Afghan immigrants in East County and wants to prepare for a potential influx of students, which is what happened at the height of the Iraqi immigration when BOT experienced a surge in enrollments. This position is needed to increase enrollments for 18-24 age demographic, through promoting the department in high school events as well as events within our own Counseling department. The position is also needed to promote and encourage ongoing equity training for all faculty as we continue to grow and implement training for both adjuncts and FTF.

Q8

6. 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 help develop curriculum content. Currently there is only one full time instructor whose duties include 70% teaching and program coordinator 30% of the time.

Q9

7. 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)

This request supports increasing Equitable Access: Increasing course offerings for courses that are in demand or are lacking faculty due to limited class rotation. Adding faculty will increase the number and frequency we are able to offer courses. This position will allow more students to come through our program and graduate within their 2-year target date. 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 new curriculum. It is crucial for students to continue working towards their AAs and transferring to a 4-year institution. It is important to add an additional faculty member that can support or create a transfer pathway into a 4-year institution.

Additionally, this request supports eliminate Equity Gaps in Course Success: Many of our students are second language learners and more resources are needed to help them move towards successful completion. A full-time faculty member will also allow greater coverage for the number of students with limited access due to work commitments and family obligations. A second full-time position is required to help achieve all of the college's strategic priorities surrounding equity and inclusion.

Q10

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 Division DeanNote: The Division Dean will be providing feedback to help inform the prioritization process

Q11

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