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COMPLETE

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Page 1: Full-Time Faculty Position Form

**Q1**

Please enter the following:

Department **Business Office Technology**

Position Title **Full Time BOT Instructor**

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**Q2**

**No**

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

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**Q3** **Respondent skipped this question**

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

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**Q4** **Respondent skipped this question**

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

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**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)

The Business Office Technology (BOT) full-time faculty position is essential because the program serves a high-demand regional workforce sector with only one full-time faculty member, despite strong and stable enrollment. In Spring 2025, the Business & Professional Studies (BPS) Division enrolled 2,159 students, 10.3% of all Cuyamaca College enrollments, yet the division has only four full-time faculty across all programs, despite being funded for approximately 12 FTEF. This gap limits BOT's ability to update curriculum, maintain program quality, and meet workforce and accreditation expectations.

A dedicated full-time BOT faculty member is needed to expand and modernize curriculum in response to rapid technological change, including AI-enhanced office technologies, digital workflow systems, and employer-requested administrative competencies. The department is also developing a new stackable Medical Office/Medical Assistant certificate that requires specialized course creation, industry engagement, and sustained assessment, workload that cannot be supported by part-time faculty.

Adding a second full-time faculty member would allow BOT to increase course offerings, lead curriculum development, improve student support and advising, and maintain timely assessment and program review cycles. These responsibilities currently fall disproportionately on a single full-time faculty member, creating an unsustainable workload that restricts program growth.

For the college, this position strengthens one of its largest CTE-serving divisions. Career Education accounts for 24–30% of enrollments but only 13–15% of full-time faculty. BOT provides accessible career pathways for a predominantly female and racially diverse workforce, directly supporting equity and Vision for Success goals.

Regionally, demand for administrative professionals is strong, with 997 monthly job postings and a median wage of \$47,141. BOT curriculum aligns directly with these occupations. Without this position, the college risks reduced relevance and limited capacity to meet workforce needs; with it, BOT can expand, modernize, and better serve students and employers

**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 Business Office Technology (BOT) program currently has one full-time faculty member, whose demographic profile reflects the diversity of the BOT student population and the regional workforce it serves. Diversity and inclusion are central to Cuyamaca College's mission of advancing equity and social justice through student-centered education, and the BOT program strongly reflects this mission through its faculty composition and equity-focused initiatives. The program's four adjunct instructors are all women and represent minority groups, closely mirroring the diverse students they serve: two Chaldean female instructors fluent in English, Arabic, and Aramaic who support the college's large Middle Eastern student population (15% or 2,782 students in Fall 2023), one Hispanic female instructor fluent in English and Spanish, and one Asian American female instructor fluent in English and conversant in Spanish. The program maintains low turnover, with one adjunct serving for 26 years. BOT faculty also participate in ongoing equity-minded professional development, including one full-time instructor completing EMTLI, one adjunct completing Vision Resource Center equity modules such as Equity-Minded Syllabus and Embracing Equity, and all faculty engaging in AFT Union diversity workshops and collaborating with EEO counselors to ensure inclusive, accessible learning environments. The program is equally committed to recruiting diverse future faculty through partnerships with equity-driven campus groups and professional associations, including the Cross-Cultural Center, the Student Success and Equity Council (SSEC), EMTLI, and the Ethnic Studies program. These collaborations help remove barriers, expand access, and ensure that hiring practices attract candidates who value equity and student success, supporting BOT's commitment to building a faculty that reflects its students, mission, and community.

**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 Business Office Technology (BOT) program has designed an intentional, equity-minded onboarding plan to ensure the new faculty member feels welcomed, supported, and fully integrated into both the BPS division and the broader campus community, directly advancing Cuyamaca College's Strategic Plan goals of equitable access, eliminating success and persistence gaps, and promoting inclusive teaching. During the first semester, the new hire will receive a structured orientation covering BOT curriculum, including the new AI for Business and Medical Office pathways, program review processes, SLO/PLO assessment cycles, Career Education frameworks, employer engagement expectations, Canvas systems, and instructional technologies to ensure early clarity and confident participation in CE-aligned work. The faculty member will also be paired with an AFT Faculty Mentor for institutional onboarding and a BPS discipline mentor experienced in office technology, professional communications, and CTE teaching, creating a strong dual-support model that enhances belonging and retention. To further strengthen equity-focused teaching, the new faculty member will be encouraged to join THRIVE wellness and community-building activities, participate in the Equity-Minded Teaching & Learning Institute (EMTLI), and engage in relevant Communities of Practice in CTE, technology, digital literacy, administrative technologies, and career readiness. Additional support will include a clear tenure review timeline, milestone check-ins, and sample artifacts to ensure transparency and reduce stress throughout the multi-year process. To maximize onboarding effectiveness, BOT requests continued access to EMTLI, Career Education professional development funding for AI and workflow automation training, and ongoing cross-campus mentorship infrastructure.

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**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 full-time faculty position in Business Office Technology (BOT) is critical to improving student learning, achievement, and equitable outcomes. BOT serves a highly diverse student population preparing for high-demand administrative support careers in San Diego County fields disproportionately represented by women and racially diverse workers, yet the program currently operates with only one full-time faculty member, limiting its instructional capacity, consistent scheduling, and targeted student support needed to reduce persistent equity gaps in success, retention, and completion. Adding a second full-time faculty member would expand access by increasing course offerings at times that accommodate working adults and caregivers, while also enabling the development of two new equity-focused pathways: AI for Business Office Technology and stackable Medical Office/Medical Assistant certificates, both designed to provide short-term, high-wage opportunities for disproportionately impacted students. This position is also essential for closing success and retention gaps through sustained implementation of culturally responsive teaching strategies learned through EMTLI, proactive and intrusive support during early-term momentum points, and regular SLO/PLO assessment cycles to identify and address inequities, work that adjunct faculty alone cannot maintain. Increased full-time faculty presence will strengthen completion rates by improving student advising, long-term academic planning, coordination with DSS, EOPS, and tutoring, and employer partnerships that promote persistence and career readiness. Furthermore, this role is vital for aligning curriculum with evolving workforce needs in digital literacy, AI tools, and office technologies, ensuring students receive equitable preparation for living-wage careers. Overall, this position directly advances the college's goals to improve access, eliminate equity gaps, increase persistence, and support diverse learner success in a high-demand regional workforce field.

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**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)

Enrollment data show clear and sustained demand for BOT and BPS programs. In Spring 2025, Cuyamaca enrolled 20,938 students, with 2,159 (10.3%) in BPS—a consistent proportion across the last three years. Career Education served 5,164 students, confirming ongoing high interest in workforce programs such as BOT.

Despite this demand, BOT has only one full-time faculty member, while BPS operates with 4 full-time faculty supporting over 12 FTEF. This mismatch restricts course offerings, limits scheduling flexibility, and slows development of new pathways such as AI for Business Office Technology and the stackable Medical Office certificate, both of which have generated increased student inquiries. Students are adversely impacted in several key ways due to the staffing shortage. They face fewer available sections and limited scheduling options, which directly delays their program progression. Additionally, students have reduced access to crucial resources such as faculty advising, office hours, and vital career guidance. The limited faculty capacity also results in slower curriculum updates, making it difficult to align course content with rapidly growing employer demand for current administrative technology and essential digital skills. This insufficient number of course offerings ultimately limit the number of students who are able to graduate in a timely fashion.

Without an additional full-time faculty member, BOT cannot meet rising student demand, expand high-wage workforce pathways, or ensure equitable access to timely completion.

**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 Business Office Technology (BOT) department requires a second full-time faculty member to advance program goals and is essential for increasing course offerings, launching new pathways in AI for Business and Medical Office/Medical Assistant, and maintaining a consistent, equity-minded pedagogy across the curriculum. These efforts align with Guided Pathways commitments to clarify academic maps and remove barriers to completion. BOT encourages all faculty to participate in the EMTLI program (Equity-Minded Teaching and Learning Institute), a professional development program for faculty focused on advancing racial equity, understanding systemic barriers like racism and intersectionality, and implementing culturally responsive teaching to improve student outcomes, especially for marginalized groups. It's a key initiative to close opportunity gaps and build an inclusive campus environment, involving faculty in data analysis, anti-racist training, and curriculum change. A new instructor would strengthen vital connections and partnerships with key campus support services, including DSS, EOPS, and Veterans Services, streamlining student access to holistic resources.

To address the existing equity gap within the college, the department intends to hire a Hispanic teaching assistant, a demographic currently under-represented in the East County area. This strategic hire aims to provide better representation and support for Hispanic students, fostering a more inclusive and equitable learning environment. By taking this action, the department seeks to improve success rates and engagement among this historically marginalized student population. This position also supports the department's goal of implementing ongoing equity training and new pedagogical ideas among all full-time and adjunct faculty.

BOT serves a high number of historically marginalized students, including women, working adults, caregivers, and racially diverse individuals seeking living-wage careers. Their progress is currently hindered by limited course availability and delayed curriculum updates due to insufficient full-time faculty capacity.

By increasing capacity, improving instruction, and expanding career pathways, this position directly supports BOT's program review goals and advances equitable outcomes for all students.

**Q11**

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

The Business Office Technology (BOT) program faces a critical staffing shortage, operating with only one full-time faculty member despite strong enrollment and growing curriculum demands. Unlike other BPS programs with 12 FTEF, BOT has been structurally understaffed for years. This request is for an essential expansion, not a replacement. A new full-time faculty member is needed to support rising enrollment, develop new AI and Medical Office curriculum, ensure equitable student access, and manage key administrative responsibilities such as program review, assessment, and workforce alignment, work that cannot be sustained by adjunct faculty alone.

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**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)

A second full-time BOT faculty member is essential to expanding course offerings, improving scheduling flexibility for working adults and caregivers, and enabling the launch of two equitable entry pathways, AI for Business Office Technology and the Medical Office/Medical Assistant certificate, which increase access for disproportionately impacted students seeking rapid entry into living-wage careers. Full-time faculty leadership is also critical for eliminating equity gaps in course success and persistence through consistent implementation of culturally responsive teaching, early alert interventions, and timely SLO/PLO assessment, work that cannot be maintained at scale with only one full-time faculty member. Additionally, a second faculty member will advance completion and workforce readiness by modernizing curriculum to include digital literacy, office technologies, workflow automation, and AI tools aligned with high-demand regional occupations. This hire also strengthens the recruitment and retention of diverse employees in a division currently operating at only one-third of its needed full-time staffing, improving representation, belonging, and student success. Overall, the position aligns directly with the college's mission to expand equitable access, its vision for innovation and workforce preparation, and its values of equity, diversity, and community engagement, strengthening Cuyamaca College's commitment to equitable student success and regional workforce development.

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**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**

**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.

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