

#21

COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Real Estate
Position Title	Full Time 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)

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)

In Spring 2025 enrollment at Cuyamaca College was 20,938 with a fill rate of 74.5%. Career Education was 5,164, and Bus & Prof. Studies enrollment was 2,159, 10.3% of the enrollments on campus. This is not an outlier, but consistent when looking at 2023 and 2024. BPS is consistently approximately 10% of the enrollment or slightly higher.

FTEFs for Cuyamaca College in Spring 2025 was 171.9, CE was 37.74, BPS was 12.57 in SP 25. In Fall 2025, Cuyamaca's FTEFs was 165.59, CE was 38.01, and Bus & Prof. Studies department was 12.08. Consistently BPS is set for 12 faculty, but in practice, at the minimum of the last 5 years, has only been 4 full time faculty. We have regularly been submitting requests for BPS in a targeted manner with no luck so we are now submitting request for the needed 8 faculty across our disciplines all at the same time.

We have been requesting faculty positions in a targeted manner for years with very limited success. BPS having previously requested faculty for ECON in 2023 which only ranked 4th and did not result in a hiring. We requested faculty for BOT which ranked 22/22 in Spring 2024 and 4/19 in Spring 2022. Business requested faculty in 2023 ranked 12/20, and 2022 ranked 13/19. Accounting requested faculty in 2023 which ranked 16/20 and 2022 which ranked at 17/19. Real Estate requests were made for the last 2 years which ranked 18/24 requests in FHPC Ranking 25-26, 21/22 in Spring 2024.

Historically Career Education maintains between 24-30% of the enrollments on campus, yet represents 13-15% of the faculty on campus. FHPC Ranking seems to favor non CE departments as the 25/26 ranking has the highest CE department at 15/24 requests which will continue to grow the disparity and increase the burden on CE faculty. The nature of the department should be a factor considered by the FHPC and is an issue that was raised by CE representative to the Academic Senate which did not result in a revision to the last FHPC Rubric.

We need additional faculty to ease the burden of having only 4 full time faculty when 12 are required for our department. As a unified department we are requesting 6 positions rather than the 8 that we have FTEFs to support across our disciplines including: 1 Real Estate, 1 BOT, 1 ECON, 2 BUS, 1 ACCT. Full time faculty are taxed and need support to better serve our students who are 10% of the campus. Unlike other CE departments that were unable to onboard multiple positions at once in the past, leading to passing in the FHPC Ranking when hiring was possible, BPS is prepared to onboard multiple faculty, and could potentially handle onboarding 4 people simultaneously if ranked consecutively and highly.

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)

Faculty with the Real Estate program by gender include 3 men and 3 women. Racially the program is not particularly diverse including 5 Caucasian faculty and 1 Latino faculty member. To ensure a recruitment of diverse candidates that reflect the mission, vision, and values of the college recruitment through NAREB, NAHREP, AREAA, CREW, and other associations that represent diverse affinity groups would be done.

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 planned onboarding process would involve mentorship from current BPS faculty, AFT mentorship, invitation and companionship at Thrive Events. Our 3 tenured faculty are prepared to serve on the tenure review committee to support that process. We would also support the faculty member slowly completing EMTLI, and POCR to further develop their curriculum in an aligned manner with the campus goals. The program is currently not very diverse and the courses that fill the quickest and have the longest waitlist are the courses instructed by the Latino faculty, which makes sense as the school is a HSI. Having full time faculty available to support and connect with students would lead to increased success in the college mission, vision, and values.

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)

The program has taken significant steps by having adjuncts complete EMTLI training and other training to support diverse student populations, that said we still have equity gaps with African American and Hispanic/Latino/a/x students. These gaps are shrinking, but adding diverse faculty with a dedicated focus to the program could make a huge difference as they would have time to promote the program in the local RE community, develop a one stop shop website for our students and support our students by further developing ZTE materials and supporting students seeking employment upon completion of the DRE Salesperson Exam.

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 new GCCCD East County Education Alliance (ECEA) Focus Plan (2025–2030) positions Career Education (CE) programs as the backbone of projected enrollment growth, with a clear pathway to increase overall campus enrollment by at least 10%. By expanding dual enrollment opportunities, eliminating enrollment barriers, and scaling up College and Career Access Pathways (CCAP) by 25%, this plan ensures that more high school students—particularly those from historically underserved populations—will begin their college journey earlier, many already on CE pathways.

The plan sets ambitious benchmarks aligned with Vision 2030, including: a 15% increase in high school students graduating with 12 or more college credits, the establishment of academic and career pathways starting as early as 9th grade, and the expansion of targeted supports such as financial aid workshops, basic needs, and mental health services. These strategies will substantially increase the number of students arriving on campus prepared, supported, and career-focused—driving a significant rise in CE enrollment in particular.

However, this growth exacerbates an existing imbalance: CE already contributes disproportionately to enrollment, yet CE faculty positions remain underrepresented compared to other departments. Without equitable faculty hiring, the district will lack the instructional capacity to meet the demand generated by ECEA's initiatives. To realize the projected 10% enrollment increase and ensure students succeed in high-demand workforce programs, immediate investment in CE faculty is not only necessary but urgent. This CE full time faculty request should be ranked with higher priority to adjust for this inequality.

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No to very limited progress has been made on any of the program goals in program review for 4 years as adjuncts are teaching to their capacity and do not have room for outside equity focused projects like ZTC materials, a one stop shop Broker's website, developing new curriculum, and building the program's reputation which will support student employment upon passing the CA DRE Salesperson exam. Enrollment is trending up, waitlists are consistently high with class sizes regularly filling to 50 people and adjuncts taking up to 65 students in courses. With no FTF students rely on the Department Chair, an attorney rather than a Real Estate professional for advising and mentorship as adjuncts have very limited office hours.

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)

All 5 Program Goals would be supported by this faculty request. This position would create an opportunity for someone to be dedicated to expanding the program reputation, expanding and updating program curriculum, creating a One-Stop-Shop for RE students on California Licensing Requirements, and expanding curriculum.

Q11

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

This position is a new position. FTEFs for Cuyamaca College in Spring 2025 was 171.9, CE was 37.74, BPS was 12.57 in SP 25. In Fall 2025, Cuyamaca's FTEFs was 165.59, CE was 38.01, and Bus & Prof. Studies department was 12.08. Consistently BPS is set for 12 faculty, but in practice, at the minimum of the last 5 years, has only been 4 full time faculty. We have regularly been submitting requests for BPS in a targeted manner with no luck so we are now submitting request for the needed 8 faculty across our disciplines all at the same time. There has never been full time faculty hired to support the Real Estate Department since it's inception.

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 position with the RE Department would support all Strategic Priorities of the college. Hiring and retaining a diverse RE FTF employee would lead to increase access as more course could be offered and perhaps the program could resume holding an in person course, a modality the program has not used since COVID. Diverse faculty would likely lead to elimination of equity gaps, and increase persistence as our only diverse faculty sees students flock to his courses as students can see themselves successful in the profession through his example. This would allow an individual to focus on these students as opposed to the very divided focus that currently occurs with BPS leadership.

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.
