

#26

COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	BPS- Real Estate
Position Title	Full Time Faculty

Q2

Yes

1a. Did you request a position last year (2023-2024)?

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)

This position is essential to the program as there is no FTF and it currently impacts the PARA department faculty which is only 1 person. This position is essential to helping develop the program and help support our students join the workforce. This program has a broad impact across CE and the campus as our students take courses in other departments and they serve the school district as our students lean into the need of student representation on the GCCCD board and serve as the student trustee.

The RE program has no full time faculty, there is a vacancy. This has limited the growth and development of the program. There is significant student interest and current adjuncts teach to their capacity online. The department has participated in 9 student outreach activities at various high schools in East County. At the majority of these events over 40 students each were interested in the program. Due to such in student interest, a local high school even reached out specifically to the Real Estate program to present to their students, beyond our usual tabling events. Finding adjuncts in the past when we had one retire from a course, lead to the interview of 11 individuals before deciding the best applicant was a current adjunct. It is very difficult to find an adjunct that has sufficient knowledge and activity within the topics and sufficient desire to teach long term. If this position is not filled, then we will face a significant challenge keeping up with industry standards issued by the California Department of Real Estate, which come out on an ongoing basis and require fast response so our courses remain approved giving students the eligibility they need to sit for the state exam. Enrollment and growth of the program cannot occur without full time faculty given the adjuncts are doing as much as they can and the program is currently chaired by Paralegal Studies Faculty.

Within the industry job posting activity is high within San Diego County, 203 when the national average for an area this size is 136 (page 5). https://www.cuyamaca.edu/_resources/assets/docs/about-cuyamaca-college/career-education/realestate.pdf Additionally, Regional employment is on an upward trend and has been steadily increasing despite or perhaps because of COVID. During the pandemic many employees were granted permission to work remotely leading people in San Francisco, NYC, and LA to relocation increasing the number of real estate transactions as people gained flexibility. <https://www.nytimes.com/interactive/2023/06/17/upshot/17migration-patterns-movers.html>

All adjunct faculty in the program have completed professional development related to equity and have implemented trainings within their classroom yet equity gaps persist.

Since then our instructors have begun attempting to close the equity gaps within their classroom:

G. Daunoras: more time for students to obtain the textbook- with low or no cost alternatives suggested; allowing resubmission on weekly written assignments, not grading grammar or spelling, guiding students to on campus resources such as the library, and academic counselors.

S. Yepiz: grants grace periods for students on submissions and with unauthorized collaboration concerns, giving students time to take in what's expected of them and support. She's also completed significant equitable trainings and seminars: 20-21 EMTLI Equity Minded teaching and learning institute 2021 1/27/21 Completed Equity Minded Practices in the Classroom training 8/18/22 Completed CC Managing Academic Integrity in your Classroom 8/18/22 Completed CC Cuyamaca College Student Support Programs and Services training 8/19/22 Completed CC Equitable Retention Practices training 9/23/22 I attended The Bureau of Real Estate Appraisers (BREA) online discussion, "Educational Roundtable—Addressing Cultural Competency and Elimination of Bias." 10/21/22 Attended CCCREEC(California Community College Real Estate Education Center) Junia Howell, Ph.D., Reassessing Equity: Equipping Professionals for Equitable Appraisals Conference Seminar

J. Hafner: removed strict deadlines and penalties on submissions, supporting older versions of the textbook and searching for OER, revised syllabus to reflect equity minded principles, added videos to help explain important subject matter, previews student assignments, promotes tutoring services, increased discussion assignments to promote peer to peer learning, deployed positive curve if the assignment average falls below a "B", drops the lowest quiz grade. He's also completed significant equitable trainings and seminars: o Equity-Minded Teaching Learning Institute (EMTLI) - Cuyamaca College (2021-22) o Equity & Culturally Responsive Teaching and Learning o From Action to Impact, workshop series - Strong Workforce Faculty Institute o Labor Market Information (LMI) Training for Instructors & Counselors o Introduction to Online Teaching and Learning

2024-25 Faculty Position Request Form

R. Perez: As a member of the National Association of Realtors Fair Housing Policy Committee, he has incorporated the relevant issues that are at the forefront of the equity space in real estate. He has also completed the following as part of his professional development: Vision for Success Summit: Dismantling Structural Racism; Playing Behind a Screen: The Implicit Bias in Our Colleges.

Our program RE overall in FA 2023 has a lower retention rate (88%) than the college (89%) overall. Additionally our student success rate is 74% compared to the college at 75% showing that overall RE is doing well, but has room to continue growing and has seen minor falls from last year in retention given the program has no full time faculty. When reviewing the demographics of the various groups within RE in FA 23, we find that women are slightly more successful (75%) and have a slightly higher retention rate (89%) than men (success 73% and 87% retention) within the department and comparable to the campus as a whole at W (75/89) and M (75/89). Men could be more successful within the department and women met or exceeded the campus as a whole. We have equity gaps in success with African-American Students as our department was at 55% and the campus as a whole was at 61%. The addition of an equity-minded instructor will support the college's strategic plan and reduce equity gapes in this critically needed area.

The program needs leadership with a dedicated focus to implement changes such as those directed in SB 1495 which is an update to the course requirements of the CA DRE which led to curriculum changes, syllabi updates and communication with the California DRE. It is critical we stay in compliance with all state rules regarding real estate education to ensure our courses stay of value to our students and the community. SB1495 is just on example of a change that the industry is making to ensure that Real Estate Professionals are prepared to support diversity and equity and to help correct issues of the past that occurred with situations such as redlining communities.

The RE program has no full time faculty, there is a vacancy. This has limited the growth and development of the program. There is significant student interest and current adjuncts teach to their capacity online. The department has participated in 9 student outreach activities at various high schools in East County. At the majority of these events over 40 students each were interested in the program. Due ot such in student interest, a local high school even reached out specifically to the Real Estate program to present to their students, beyond our usual tabling events. Finding adjuncts in the past when we had one retire from a course, lead to the interview of 11 individuals before deciding the best applicant was a current adjunct. It is very difficult to find an adjunct that has sufficient knowledge and activity within the topics and sufficient desire to teach long term. If this position is not filled, then we will face a significant challenge keeping up with industry standards issued by the California Department of Real Estate, which come out on an ongoing basis and require fast response so our courses remain approved giving students the eligibility they need to sit for the state exam. Enrollment and growth of the program cannot occur without full time faculty given the adjuncts are doing as much as they can and the program is currently chaired by Paralegal Studies Faculty.

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2024-25 Faculty Position Request Form

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The program needs leadership with a dedicated focus to implement changes such as those directed in SB 1495 which is an update to the course requirements of the CA DRE which led to curriculum changes, syllabi updates and communication with the California DRE. It is critical we stay in compliance with all state rules regarding real estate education to ensure our courses stay of value to our students and the community. SB1495 is just an example of a change that the industry is making to ensure that Real Estate Professionals are prepared to support diversity and equity and to help correct issues of the past that occurred with situations such as redlining communities. CE faculty is also highly under represented on campus as we represent 30% of enrollments and only 15% of faculty. The FHPC Ranks also does not reflect equity in ranking position needs with CE as despite this enrollment and faculty disparity CE rankings in the SP 24 list show CE rankings in the top 10 positions were only 3 were CE. CE departments only submitted 9 of the 22 requests. 6 out of the 9 CE requests were also ranked in the bottom half of our of 22 positions ranked.

This is a growing and changing field with no full time faculty. This department supports work based learning and is a key path to improved economic opportunities as our students can start working before they even earn their AS degree. More support is needed for this department to close success gaps with Hispanic and African American students.

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 current adjunct faculty for real estate include 3 women, and 3 men. They include 1 Hispanic male 17%, 2 Caucasian males 33% and 3 Caucasian females 50%.

Our student population is on par with campus in that we are more female than male at 49F/51M%. Racially our students population is approx. 5% African American, 0% American Indian, 4% Asian, 27% Hispanic, 36% middle eastern, 0% Pac Islander, 20% white, and 5% multiple races, approx. 3% are unknown.

Our faculty could reflect students more if we added an African American, middle eastern or another Hispanic female instructor. We'd recruit and request advertisement for the positions at multicultural real estate organizations such as: AREAA – San Diego

<https://areaa.org/sandiego/>(link is external)

NAHREP – San Diego

<http://nahrepsandiego.org/>(link is external)

NAHREP – La Jolla

<http://nahreplajolla.org/>(link is external)

NAHREP – North County San Diego

<http://nahrepnorthcountysd.org/>(link is external)

NAREB – San Diego Realist for Democracy in Housing

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)

New faculty hires would receive support from the current BPS full time faculty and be housed in an office on our department section. We would connect the faculty with Thrive, AFT Faculty mentoring program. We would support the faculty by being on their Tenure Review Committee and have support with other faculty who recently completed the process as well as one faculty member in her 3rd year of the process. We would support their completing trainings such as EMTLI, EPPA, and POOCR. This new hire would add diversity to our faculty and support increased student success. Our students flock to the hispanic instructors' courses and they completely fill early during the enrollment period, and our students find success and inspiration in seeing themselves reflecting in their instructor. We have regular onboarding practices for adjuncts in the BPS department that could be applied to also support the full time faculty.

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)

We have set goals to modify curriculum and build a website that supports RE student goals and increase success towards student goals but no progress has been made on these goals as there is no full time faculty to move this forward. All the adjunct faculty have undertaken some training to improve equity gaps but there is more work to be done that needs someone to spearhead this effort. Our students do reflect many who are from marginalized groups and who are employed and supporting their families. We are a direct pathway to improving the lives of our students and their families. The department has tried to find OER textbooks but there are limited materials for RE that are current. A FTF member would be able to keep the profession accessible to many and increase success working in the industry.

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)

There is significant demand for the program. Classes regularly have a very high fill rate. Adjunct instructors accept very high class caps up to 65 to create access for our student population. Enrollment has been high and growing, waitlists still exist despite the adjuncts taking extra students. Students in this industry will not wait an additional semester to take these courses. The students will go to private education to begin working in the industry within 6 months.

Our FTEF is 1.6. There is a high need for faculty to support the offering of these courses for our students. After a high within the RE industry there is usually an increase in the demand for RE education and we are experiencing that increase in a sustained manner.

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 RE industry is regulated by the California Department of Real Estate. Legislation like SB 1495 requires immediate response by faculty to ensure our students can still sit for the DRE licensing exams. This is important to support our student reaching their goals and the value of our program to the community. CE faculty is also highly under represented on campus as we represent 30% of enrollments and only 15% of faculty. The FHPC Ranks also does not reflect equity in ranking position needs with CE as despite this enrollment and faculty disparity CE rankings in the SP 24 list show CE rankings in the top 10 positions were only 3 were CE. CE departments only submitted 9 of the 22 requests. 6 out of the 9 CE requests were also ranked in the bottom half of our of 22 positions ranked.

Q11

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

This is a new position. The department has gone without full time faculty for at least 6 years. CE faculty is also highly under represented on campus as we represent 30% of enrollments and only 15% of faculty. The FHPC Ranks also does not reflect equity in ranking position needs with CE as despite this enrollment and faculty disparity CE rankings in the SP 24 list show CE rankings in the top 10 positions were only 3 were CE. CE departments only submitted 9 of the 22 requests. 6 out of the 9 CE requests were also ranked in the bottom half of our of 22 positions ranked.

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)

Filling this position will increase equitable access as we serve students entering the workforce and all courses have been taught online increasing students' opportunities to complete the course while continuing to work and support their families. Full time faculty could help close our equity gaps which persist with our African American and Hispanic Students.

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 Chair of the Department

Q14

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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