

De Anza Faculty Request Form

Division

Creative Arts

Department/Program

Visual Arts and Design

Details on Faculty Positions Requested

* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area

Position	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If 'Both', indicate the ratio of instruction to non-instruction	*Area Ranking
3D Design / Sculpture	Retirement - SERP	06/2019	Instruction		1

Guiding Principles

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- **Racial Equity:** Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- **Student Success Factors:** The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

A. Instructional Faculty

Faculty Position Request Data Sheet



Fill Rates
Creative Arts - Visual Arts and Design-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments	3,571	3,507	3,828	4,061	4,188
Sections	137	128	130	136	148
Fill Rate	100%	99%	104%	102%	102%

Success and Equity
Creative Arts - Visual Arts and Design-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Success Rate	84%	83%	84%	84%	87%
Withdraw Rate	7%	8%	7%	7%	5%
Equity Gaps	-10%	-11%	-10%	-12%	-9%

Faculty Load Ratios
Creative Arts - Visual Arts and Design-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Full Time	47%	39%	29%	39%	34%
Part Time	50%	56%	63%	52%	55%
Overload	3%	5%	8%	9%	11%

Awards
Creative Arts - Visual Arts and Design-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Certificates	17	17	7	12	10
Associate Degrees	14	16	22	23	30
Associate Degree for Transfer	0	0	2	5	6

Data is for the academic year, including summer term and early summer/second spring terms for Foothill College. Enrollments include students who are counted for apportionment for the report years (i.e., Apprenticeship, noncredit and other students who do not necessarily have a reported grade). Cross-listed courses are included in the home department. Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. How does the department use the data listed above to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

The Visual Arts and Design Department is growing in response to overwhelming student demand, with enrollments that remained strong even during the pandemic. Overloads have increased because the supply of PT faculty is inadequate to staff scheduled classes. The recent increase in degrees awarded, including degrees for transfer, demonstrates that the department is working hard to meet the needs of students whose goals include degree or certificate completion.

We are focused on developing strategies to improve student equity in each course offered by our department—a priority we share with the college, district, and state. As such, it is imperative that we fill a full-time position in 3D Design/Sculpture which has been vacant since 2019.

The Visual Arts and Design Department must be “whole” to effectively mentor De Anza’s diverse, curious, talented, and hard working students. Recent advances in generative AI have repositioned the value and development of individual creativity as having greater importance than ever before.

2. Other information, if any?

Courses taught by 3D Design/Sculpture faculty are a part of multiple AA and certificate awards in the department, such as the Studio Art AA-T, the AA in Spatial Arts, and the AA in Sculpture. Further, it is anticipated that the new full-time specialist in 3D Design/Sculpture will develop courses in Industrial Design. Curriculum in Industrial Design will not only expand our course offerings but will serve as a bridge between the Visual Arts and Design Department and De Anza’s program in Design and Manufacturing Technologies.

B. Non Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards).

N/A

2. How does the program use these data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

N/A

3. How does the position support on-going college operations and/or student success?

N/A

C. Instructional and Non Instructional Faculty Justifications

1. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

The discipline of 3D Design/Sculpture occupies a foundational place within the Visual Arts and Design Department. It is a separate discipline from Art History, Ceramics, Drawing and Painting, and Graphic and Interactive Design. Faculty from these areas are eager to hire full-time faculty to broaden our 3D Design/ Sculpture program to include Industrial Design, as existing faculty do not have the disciplinary expertise to develop curriculum in this area. 3D Design/Sculpture is an area of study which serves not only sculpture and design majors but also students who pursue degree in Spatial Arts, Art History, and Painting. It is fundamental component in the Studio Arts transfer degree. Hiring full-time faculty in 3D Design/Sculpture is necessary not only for teaching our sculpture, 3D design, and furniture design courses, and for developing and teaching new courses, but for overseeing the maintenance and growth of the sculpture lab, for which current knowledge of tools, equipment, new technology, and use and disposal of hazardous materials is crucial. Courses in 3D Design/Sculpture have been integral to the teaching of art since the development of the first art academies worldwide. However, because fewer graduate students pursue expertise in this subject area than in the areas of painting, ceramics, and graphic design, our department has difficulty recruiting PT instructors to teach courses, which include not only sculpture and 3D design but furniture design. Despite high student demand for these courses, sections have been cancelled due to the lack of an instructor. In turn, students who have begun degree programs in 3D Design/Sculpture area cannot complete their degrees. This hurts the health and vitality of our program, preventing students from achieving their educational and employment goals.

2. How does this request align with the goals in the Educational Master Plan?

De Anza’s 3D Design/Sculpture program has an impressive legacy, training thousands of students to meet the needs of a society which looks to public artists to visualize and communicate important ideas. We plan to hire a teaching artist in 3D Design/Sculpture who can build upon this legacy, mentoring students to meet the needs of communities engaged in social change. In accordance with the Educational Master Plan, full-time faculty hired in 3D Design/Sculpture will take responsibility for initiating outreach to historically underrepresented student populations; implementing thoughtful strategies for retention; demonstrating student-centered instruction in this subject area; and helping students attain their educational goals, including completion of degrees, certificates, and transfer.

3. How does this request align with the College’s Equity Plan Re-Imagined?

Among all divisions on campus, students in the Creative Arts Division have reported the highest sense of belonging. In the absence of a dedicated counselor, full-time faculty in the Visual Arts and Design Department go beyond the one-on-one work necessary to help students reach their educational goals. We encourage each student to develop their voice and find their own means to engage in and communicate ideas visually. We also provide opportunities for students to develop their skills in collaboration with each other in public art projects on campus. As a department, we recognize the every-day realities of race and ethnicity for students of color. Since we have had no full-time faculty since 2019 to oversee the sustained development of projects which specifically address racial equity in the 3D Design/Sculpture area, the college must authorize a full-time position. We will help the new instructor coordinate and promote the college's equity plan as it has been reimagined, that is, to implement equity strategies across their courses; to participate in a culture of equity; to identify best practices of inclusion; and to work with staff and the dean to promote appropriate accountability and assessment of equity within the program. To achieve a diverse hire, the department and college must reach out to local and regional art associations as well as universities and hire from among the diverse professionals who belong to these organizations.

4. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position? Provide documentation.

There are currently no legal requirements for the program.

5. Explain how the work will be accomplished if the position is not filled.

While the rest of the Visual Arts and Design department has been growing the lack of a FT person in this discipline has limited completers in other degrees (as listed above). We cannot fulfill the department's growth potential without a FT instructor in this discipline.

Without this hire the program will continue to decline. Classes will continue to be cancelled due to the lack of an instructor. Because Sculpture classes are a part of other degrees in the department the lack of a FT person in an otherwise growing department will seriously hamper completers and hamstring the continued growth of Visual Arts and Design.

Additionally, the department is finding it more and more difficult to fulfill contractual obligations to the department, the division, and the college. The number of responsibilities outside of instruction is not feasible with the current full time faculty ratio. This issue is endemic within our division.

6. Other information, if any.

Courses have been cancelled due to the lack of PT instructors available for 3D Design classes. They want full time work, and are able to find it elsewhere. Thus the field is competitive, demonstrating the need for such skills in the industry. A FT position is needed in order to staff the classes on a regular basis.

This form is completed and ready for acceptance.