

Faculty Request Form - Spring 2025

Department/Area and Name of Submitter

N/A

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 Name	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If Both, indicate the ratio	*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 above, please refer back to the comprehensive program review and annual program review update to inform your response below (see the following areas in the comprehensive program review: Reflect on Enrollment Trends, CTE Programs - Statewide and Regional Labor Market Trends, Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies, Trends in Awards and Staffing Needs).

A. Instructional Faculty

Faculty Position Request Data Sheet

Limits: From 2019-20 to 2025-26

Fill Rates					
Creative Arts - Visual Arts and Design-DA					
	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollments	3,507	3,828	4,061	4,188	4,346
Sections	128	130	136	148	152
Fill Rate	99%	104%	102%	102%	103%

Success and Equity

Creative Arts - Visual Arts and Design-DA

	2019-20	2020-21	2021-22	2022-23	2023-24
Success Rate	83%	84%	84%	87%	85%
Withdraw Rate	8%	7%	7%	5%	5%
Equity Gaps	-11%	-10%	-12%	-9%	-9%

Faculty Load Ratios

Creative Arts - Visual Arts and Design-DA

	2019-20	2020-21	2021-22	2022-23	2023-24
Full Time	39%	29%	39%	34%	32%
Part Time	56%	63%	52%	55%	54%
Overload	5%	8%	9%	11%	15%
FTEF (full time only)	4.5	3.4	4.8	4.4	4.3

Awards

Creative Arts - Visual Arts and Design-DA

	2019-20	2020-21	2021-22	2022-23	2023-24
Certificates	17	7	12	10	8
Associate Degrees	16	22	23	30	27
Associate Degree for Transfer	0	2	5	6	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? Be sure to refer back to your Comprehensive Program Review form and Annual Program Review Update form to inform your response.

The Visual Arts and Design Department at De Anza College uses the student success data as a cornerstone for continuous improvement in teaching and learning. Through analysis of course success rate trends and equity gaps, we adapt our practices to better serve our diverse student body and align with evolving institutional and state priorities.

Our review of enrollment data, from 3,500 students in 2019 to over 4,300 in 2023–24, demonstrates growing student demand across our disciplines. We've responded by diversifying our course delivery modes (face-to-face, hybrid, and online) to enhance accessibility and flexibility. This strategic scheduling, paired with multimodal teaching strategies, has helped us maintain a strong 85% average success rate during a period of expansion and disruption.

Equity data informs more targeted actions. Notably, our department has committed to addressing the persistent achievement gap for Latinx, Black, Native American, Pacific Islander, low-income, and male students. For example, we use data to prioritize culturally responsive teaching, develop clearer Canvas course structures, and offer diverse assessment types. These adjustments are especially critical in studio-based disciplines like sculpture, where hands-on mentorship and modeling are essential for skill-building and engagement.

In alignment with De Anza's Equity Plan Re-Imagined and the Educational Master Plan, the VAD department is embedding equity into every aspect of our pedagogy. By fostering a sense of belonging, encouraging personal expression, and providing public art opportunities, we create inclusive environments where students feel seen, supported, and empowered.

Ultimately, our department uses data not as a static report, but as a dynamic tool for responsive teaching, one that helps us anticipate student needs, adapt to institutional priorities, and continuously evolve as educators and community builders.

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, be sure to refer back to the program review where applicable).

N/A

C. Instructional and Non Instructional Faculty Justifications

1. How does this request align with the goals in the Educational Master Plan? (refer back to the comprehensive program review areas: Mission and Program Goals and annual program review questions 2-4).

Our department is committed to empowering student creativity, cultivating visual literacy, and helping students engage meaningfully with the complex, technological, and social realities of today's world. The discipline of sculpture plays a vital role in this work by giving students the tools to shape physical space, explore material narratives, and communicate ideas with power and purpose.

The opportunity before us now is to build upon that foundation by hiring a full-time teaching artist in 3D Design/Sculpture who will not only sustain the strength of our core offerings but also reimagine the program in ways that speak to today's most urgent social and technological developments. This faculty member will mentor students in the creation of meaningful, community-centered work, preparing them to contribute to communities engaged in social change.

This hire directly supports the department's top mission-aligned priorities: First, it advances equity by focusing on Latinx and other historically underserved students. A full-time faculty member will lead targeted outreach, employ culturally responsive instruction, and implement strategies to boost retention and success. Second, the hire is critical for curricular relevance. Sculpture is evolving rapidly through digital fabrication, 3D printing, CNC milling, and AR/VR. We need faculty expertise to integrate these technologies and to help modernize our aging instructional spaces.

Third, this position strengthens our institutional impact. Full-time faculty participate in shared governance, curriculum development, and program review, roles part-time faculty cannot fulfill.

Finally, this position will enable the department to maintain instructional continuity, develop innovative curriculum, and support institutional governance, all of which are critical as we prepare for the retirement of two long-serving faculty members. The full-time faculty member in 3D Design/Sculpture will contribute meaningfully to department leadership, mentor students. This is a timely and strategic hire that fulfills our academic mission, advances equity and inclusion, and directly supports student success and institutional excellence.

2. How does this request align with the College's Equity Plan Re-Imagined? (refer back to the comprehensive program review areas: Exploring Gaps in Successful Course Completion by Ethnicity and Teaching and Learning Strategies)

The request to hire a full-time faculty member in 3D Design/Sculpture aligns directly with De Anza College's Equity Plan Re-Imagined and the urgent need to address long-standing racial and socioeconomic success gaps within the Visual Arts and Design (VAD) program. Our department has already identified Latino students as a focus demographic due to their disproportionately low success rates, requiring over 100 additional successful outcomes to close the equity gap. We are also concerned about the persistent disparities for Black, Pacific Islander, Native American, and low-income students, especially given the scale of the low-income population on campus (1,700+ students).

Through this hire, we aim to make equity-driven structural change. Since 2019, the 3D Design/Sculpture area has operated without full-time leadership, limiting our ability to develop sustained, high-impact projects that engage racial equity meaningfully. In the absence of a dedicated counselor, full-time VAD faculty already take on extensive one-on-one mentorship to guide students toward their educational goals. Despite these challenges, Creative Arts students report the highest sense of belonging of any division, a powerful testament to the role that the arts, and especially studio-based learning, play in creating inclusive and empowering spaces.

A full-time sculpture faculty member will help institutionalize equity-minded teaching and outreach strategies. This faculty member will:

- Design and teach courses that reflect students' diverse backgrounds;
- Lead public, collaborative art projects centered on cultural expression and community engagement;
- Help implement equity strategies across sculpture and design curricula;
- Partner with the dean and staff to assess progress and ensure accountability.

To ensure a diverse hire, we are committed to targeted outreach through regional universities and BIPOC-led arts organizations. With this hire, we can expand access, close equity gaps, and cultivate a future-oriented sculpture program rooted in racial and educational justice.

3. How does the position support on-going college operations and/or student success? (refer back to the comprehensive program review areas: Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies)

The request to hire a full-time faculty member in sculpture is integral to supporting De Anza's ongoing operations and student success, as outlined in our Comprehensive Program Review. Our department has seen significant enrollment growth, from 3,500 students in 2019 to nearly 4,346 in 2023-24, while maintaining a strong average course success rate of 85%. This growth reflects the effectiveness of our curriculum design, intentional scheduling, and commitment to offering instruction across modalities. To continue this upward trajectory and support equitable access to 3D Design/Sculpture, a full-time faculty member is urgently needed.

Current teaching and learning strategies in VAD prioritize multimodal instruction, clear and consistent Canvas content, and varied assessment types to meet diverse learning styles. Sculpture faculty play a unique role in this effort by modeling complex techniques and fostering in-person collaboration, key elements not easily replicated by part-time faculty or online-only instruction. A full-time hire will also lead efforts to create structured, culturally responsive content that addresses equity gaps.

These gaps are particularly evident in course completion data for Latinx, Black, Native American, and Pacific Islander students. Latino students alone represent the largest group with a success rate gap requiring over 100 more successful outcomes to close. Low-income and male students are also struggling disproportionately. Addressing these gaps requires full-time leadership in sculpture, where experiential learning, mentorship, and project-based collaboration are vital to student engagement and persistence.

Without this position, we jeopardize our ability to close equity gaps, sustain quality instruction, and meet institutional goals. With it, we can scale strategies that center equity, empower creativity, and foster student success across our diverse student population.

4. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program? (refer back to the comprehensive program review area: Staffing Needs and annual program review questions 5 & 6)

The discipline of 3D Design/Sculpture occupies a critical and foundational role within the Visual Arts and Design Department and is integral to the educational ecosystem of our institution. As a distinct area, separate from Art History, Ceramics, Drawing and Painting, and Graphic and Interactive Design, it requires dedicated faculty expertise. The department's existing full-time faculty are not trained to develop curriculum or provide instruction in 3D Design, digital fabrication, or contemporary sculpture practices. Despite strong interest across disciplines, our capacity to respond to student demand and meet institutional goals is limited by this expertise gap. Hiring a full-time faculty member in 3D Design/Sculpture is not simply about filling a teaching need, it is a strategic investment in academic quality, technological relevance, and long-term program sustainability.

Sculpture as a discipline is undergoing profound transformation. Emerging technologies are redefining the scope and methods of three-dimensional art-making, and our program must evolve to remain competitive. Digital fabrication techniques, such as 3D printing (FDM, SLA, SLS), CNC milling, and laser cutting, are now standard tools for both professional artists and industrial designers. These technologies allow for the production of highly complex, precise forms and are increasingly expected competencies in professional and academic contexts. Simultaneously, tools such as 3D scanning and photogrammetry enable artists to digitize, replicate, and manipulate physical forms with increasing accuracy and creative freedom. Moreover, immersive platforms like Augmented Reality (AR) and Virtual Reality (VR) are expanding the conceptual boundaries of sculpture, allowing artists to create interactive, site-integrated, or fully digital works, experiences that align closely with both contemporary art and emerging industry trends. The urgent need to hire a full-time sculpture faculty member is not only essential to sustain core offerings in sculpture, it is necessary to lead the program into the future by integrating rapidly evolving technologies central to contemporary practice.

5. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth, or vitality of the program. (refer back to the comprehensive program review area: Staffing Needs and annual program review update questions 5 & 6)

To lead these technological integrations effectively, we must have a full-time faculty member who is not only trained in traditional sculpture techniques, but also fluent in new media and digital workflows. Beyond teaching and curriculum development, this faculty member would provide critical oversight of our sculpture lab, an increasingly complex facility that includes digital fabrication equipment, traditional tools, and hazardous materials requiring expert handling. Without consistent leadership, the lab cannot function effectively, nor can it support the development of a forward-looking curriculum that incorporates contemporary materials, methods, and conceptual frameworks.

This program's value extends beyond a single discipline. Courses in 3D Design/Sculpture support a diverse range of students majoring in Studio Arts, Spatial Arts, Art History, Painting, and Design. These courses are foundational to our Studio Arts transfer degree, meaning that limitations in this area directly affect students' ability to complete degrees, and transfer. Despite high enrollment demand, we have been forced to cancel multiple course sections due to the lack of available and qualified instructors, an increasingly common issue given that fewer graduate students are specializing in sculpture compared to other visual arts fields. This shortage has led to gaps in instruction, delayed student progress, and decreased enrollment, a loss not only of opportunity but of tuition revenue and student trust.

Hiring a full-time sculpture faculty member addresses multiple institutional priorities at once: it improves instructional continuity, increases course availability and enrollment, enhances curriculum relevance, ensures lab safety, positions the program for growth in alignment with technological and workforce developments. Without this hire, we risk continued stagnation, loss of enrollment, and erosion of program quality. With this hire, we strengthen our department's infrastructure, reinforce our commitment to

innovation and equity in the arts, and equip students with the tools, skills, and critical thinking necessary for both academic achievement and professional success.

6. Explain how the work will be accomplished if the position is not filled. (refer back to the comprehensive program review areas: Staffing Needs and annual program review update questions 5 & 6)

As outlined in our most recent Program Review and Staffing Needs analysis, the Visual Arts and Design (VAD) Department has been operating under increasing strain due to a growing reliance on part-time faculty to fill the gaps left by vacant full-time positions. While we have worked diligently to cultivate and maintain a strong reemployment pool to meet our instructional needs, this strategy is no longer sustainable, particularly in specialized and underserved areas such as sculpture. The department is growing, student interest remains high, and yet our ability to serve students equitably and effectively is being compromised by a lack of permanent, full-time instructional leadership in key disciplines.

The urgency of this matter is compounded by imminent personnel changes. Two full-time faculty members are recently enrolled in Article 19 phased retirement, which will significantly reduce their availability for teaching and departmental service over the next academic cycle. When these departures are combined with the already-vacant sculpture position, the department faces the reality of losing three full-time faculty members, nearly a quarter of our full-time instructional team. If the sculpture position remains unfilled, we are not only reducing our capacity to offer required courses but also placing an inequitable and unsustainable burden on the remaining faculty, who are already stretched thin across instruction, committee service, accreditation work, and shared governance.

This shortfall has both immediate and long-term consequences. In the short term, we will face continued course cancellations, bottlenecks in student pathways, and a growing inability to meet the demands of our Studio Arts, Spatial Arts, and Design programs. In the longer term, the absence of full-time leadership in sculpture risks eroding the quality and continuity of the program altogether. The area of sculpture, already underrepresented, is vital to our curriculum and to maintaining the integrity of our Studio Arts transfer degree.

7. Other information, if any.

As our full-time faculty numbers fall, so too does our department's ability to contribute meaningfully to shared governance, accreditation, equity initiatives, and institutional planning. This undermines not only the health of our department, but the overall functioning of our division and the college at large.

In short, failing to fill the full-time sculpture position, especially amid additional staffing losses, jeopardizes our ability to serve students, meet institutional goals, and maintain program integrity. The cost of inaction will be borne by students through limited course access and delayed graduation, and by faculty through untenable workloads and burnout. This is not a matter of preference, it is a matter of institutional responsibility and sustainability. We strongly urge that this position be prioritized in the upcoming hiring cycle.

Dean/Manager Comments (Deans, please review the form for completeness and clarity and provide additional details as needed)

I fully support this updated request for a full-time position in 3D design and Sculpture. RAPP previously ranked this position as high, but urgent needs by the college took precedence in the last cycle. It is time to consider this position request anew, especially reviewing the enrollment data and excellent fill rates for the courses in the Visual Arts Department. With a new forward-thinking full-time faculty member in 3D Design/sculpture, the college's enrollment goals can reach an even greater ability to serve transfer students in several art degrees, high school students, and community members; we now have an opportunity for noncredit courses to increase enrollment in 3D design/sculpture. The Visual Arts department's equity goals are commendable, and their vision is sustainable through full-time faculty. The need for this position is not

only urgent for the department/division, it is extremely valuable to the goals of the college--to serve more dual enrollment high school students, returning students, and older adults while strengthening our degrees, certificates and transfer numbers.

This form is completed and ready for acceptance.