De Anza College

Faculty Request Justification

Complete One Per Department/Program

Date: May 22, 2023

Division: Creative Arts

Department/Program: Visual Arts & Design – Art History

Number of Faculty Requested: 1

Position	Retirement, Resignation or Growth	Retirement/ Resignation Date	Instruction, Non-Instruction, Both	If 'Both', indicate the ratio of instruction to non-instruction
Art History	Growth	NA	Instruction	Click or tap here to enter text.

Note: Insert additional rows if needed.

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

The following data can be gathered from the departmental **program review data sheet.**

1. Enrollment data for each for each department in which the position is requested. Insert additional rows if needed.

Position	Enrollment (#)			Sections (#)			Fill Rate (%)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Art History	3508	3828	4061	128	130	136	99	104	102

Note: Fill rate is the actual enrollment divided by the maximum enrollment per section.
Note: 2022-23 enrollment is 4189. Current fill rate remains 102%.

2. Success and equity data for each department in which the position is requested. Insert additional rows if needed.

Position	Success Rate (%)			Withdraw Rate (%)			Equity Gaps (%)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Art History	83	84	84	8	7	7	-11%	-10%	-11%

Note: Equity gap subtracts the course success rate of the overall population (Asian, White, Native American, Pacific Islander, and Decline to State) from the course success rate of the population areas of focus (African American, Latinx and Filipinx). A negative equity gap indicates that course outcomes for students from the areas of focus are lower than course outcomes for all other student groups.

3. Faculty ratios for each department in which the position is requested. Insert additional rows if needed.

Position	Full Time (FT %)			Part Time (PT %)			Overload (%)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Art History	39.0	28.9	38.8	55.5	63.5	52.2	5.5	7.6	9.1

Note: Overload represents full time faculty teaching overloads as well as all summer assignments.

4. Awards for each department in which the position is requested. Insert additional rows if needed.

Position	Certificates (#)			Associate Degrees (#)			Assoc. for Transfer (#)		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Art History	17	7	12	16	22	23	0	2	5

Note: The AA Transfer degree numbers are solely from the Art History AA-T. An additional AA-T in Studio Art will soon be offered.

5. 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 department has been growing in response to student demand, even during the pandemic. Overload has increased as the supply of PT faculty has proved inadequate to staff the scheduled classes. The department wishes to improve the equity gap, which would be assisted by the hiring of more full time faculty. The recent increase in degrees, including degrees for transfer, demonstrates that the department is working to meet increasing student demand for degrees.

6. Other information, if any?

It is important to note that the above increase in enrollment and degrees has occurred while returning to campus from the pandemic sooner than many other areas on campus. Delivery modes, such as the number of hybrid lab courses, have been re-examined and adjusted when called for after each quarter to meet student needs and improve success rates.

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).

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?

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

C. Justifications for EACH requested position. Please limit each response below to no more than 300 words.

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

Art History serves General Education goals as well as Art History and other majors within the Visual Arts and Design Department. A full time faculty member is needed for the ongoing maintenance as well as the growth and vitality of the program. We have been hiring PT instructors but they have been reaching their maximum load.

There were formerly 2 FT instructors when fewer sections were taught. The second FT faculty member has been teaching in the IIS Division as well. There was only 1 FT instructor for 38 sections this year, up from 31 sections in 2018-19 (an increase of 22%). The FT instructor taught 7 sections this year, leaving 31 sections to be filled by other instructors. Thus there are plenty of assignments for a new FT faculty member.

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

In fulfilling this request the department will have a person assigned to the discipline who will be able to work towards the goals in the Educational Master Plan. These include initiating outreach to historically underrepresented populations, achieving greater student success, and helping students attaining certificate, degree and transfer goals (in the absence of a counselor dedicated to the department).

In achieving goal #2 (Achieving Success Factors) it is noted that a student survey found the Creative Arts division had the highest sense of belonging of any division at De Anza College.

3. How does this request align with the College's [Equity Plan Re-Imagined](#)?

> The hiring of second FT Art History faculty member would allow the department to increase its participation in shared governance on a regular basis in line with the equity plan. The instructor would be able to coordinate and holistically promote the equity plan key areas of focus across the entire program, including a culture of equity, best practices for integrated instruction and services, and work with staff and the Dean to promote appropriate accountability and assessment for the program.

> In order to achieve a diverse hire the department and college would reach out to local artistic associations in the region as well as the universities to 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 no legal requirements for the program.

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

> Without this instructor the department and the program will not be able to meet the increasing demand for Art History classes, and growth will likely cease.

> When the faculty member on Article 18 retires the program will contract despite student demand.

> The number of degree completers for all programs in Visual Arts and Design that require Art History classes will be inhibited. Students using the courses to earn other degrees will have fewer choices in meeting their general education requirement in the very popular Art History areas.

6. Other information, if any.

> None.