

Faculty Request Form - Fall 2025

Department/Area and Name of Submitter

Visual Arts and Design (Marco A. Marquez)

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
2D / 3D Art and Design Hybrid	Replacement	06/2019 & 06/2025	Instruction	
Art History	Replacement	06/2025	Instruction	
Art History	Replacement	06/2026	Instruction	

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 2020-21 to 2025-26

Fill Rates					
Creative Arts - Visual Arts and Design-DA					
	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollments	3,828	4,061	4,188	4,346	4,340
Sections	130	136	148	152	164
Fill Rate	104%	102%	102%	103%	95%

Success and Equity					
Creative Arts - Visual Arts and Design-DA					
	2020-21	2021-22	2022-23	2023-24	2024-25
Success Rate	84%	84%	87%	85%	86%
Withdraw Rate	7%	7%	5%	5%	5%
Equity Gaps	-10%	-12%	-9%	-9%	-8%

Faculty Load Ratios					
Creative Arts - Visual Arts and Design-DA					
	2020-21	2021-22	2022-23	2023-24	2024-25
Full Time	29%	39%	34%	32%	32%
Part Time	63%	52%	55%	54%	54%
Overload	8%	9%	11%	15%	15%
FTEF (full time only)	3.4	4.8	4.4	4.3	4.3

Awards					
Creative Arts - Visual Arts and Design-DA					
	2020-21	2021-22	2022-23	2023-24	2024-25
Certificates	7	12	10	8	5
Associate Degrees	22	23	30	27	30
Associate Degree for Transfer	2	5	6	6	11

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 3,800 students in 2020 to over 4,300 in 2024-25, 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 86% 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 disciplines found under Visual Arts and Design play 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 addressing four open positions through the hiring of **three full-time teaching artists and historians**; one as a **2D / 3D Art and Design Hybrid** and **two in Art History**. These hires will not only sustain the strength of our core offerings but also reimagine our programs in ways that respond to today's most urgent social and technological developments. The new faculty members will mentor students in creating meaningful, community-centered work that prepares them to contribute to communities engaged in social change.

These hires directly support the department's top mission-aligned priorities: First, they advance equity by focusing on Latinx and other historically underserved students. Our full-time faculty members will lead targeted outreach, employ culturally responsive instruction, and implement strategies to boost retention and success.

Second, these hires are critical for curricular relevance.

Art History provides essential cultural context and critical frameworks that allow students to understand the social, political, and global forces that shape visual expression. As representation, equity, and global awareness become increasingly central to higher education, we need dedicated faculty to ensure students gain a historically grounded and culturally inclusive understanding of the visual world.

The **2D / 3D Art and Design Hybrid Faculty** position bridges traditional visual art foundations with emerging digital technologies, preparing students for the evolving creative landscape. This role combines expertise in both **2D visual art**—including drawing, design, layout, and illustration principles, and **3D design and sculpture**, which are rapidly advancing through digital fabrication, 3D printing, CNC milling, and AR/VR applications. We seek faculty who can integrate these disciplines to foster a holistic understanding of form, composition, and communication across traditional, physical and digital media. The successful candidate will help modernize our instructional spaces, guide students in developing both foundational hand skills and contemporary design competencies, and strengthen connections between transfer pathways and creative industry expectations.

Third, these positions strengthen our institutional impact. Full-time faculty participate in shared governance, curriculum development, and program review, roles part-time faculty cannot fulfill.

Finally, these positions 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 members in **Art History, 2D / 3D Art and Design Hybrid Faculty** will contribute meaningfully to department leadership and student mentorship. 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 the full-time faculty members in **Art History, 2D / 3D Art and Design Hybrid Faculty** 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 Latinx 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 these hires, 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.

Recent retirements in Art History and 2D Visual Art & Design have created leadership gaps that threaten our ability to sustain our equity-centered instruction and mentorship. These areas serve high-enrollment and disproportionately impacted students through culturally responsive curriculum and hands-on, relationship driven learning. Without rehiring, we risk losing the continuity and community bonds that are essential to student belonging and success in Visual Arts and Design.

These full-time VAD faculty members 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, 2D visual art, design and Art History 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 Visual Arts and Design 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 these full-time faculty positions 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 3,800 students in 2020 to nearly 4,340 in 2024-25, while maintaining a strong average course success rate of 86%. 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 our Art History, 3D Design/Sculpture, and 2D Visual Art programs, additional full-time faculty members are 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. Our full-time 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. Latinx 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 Visual Arts and Design, where experiential learning, mentorship, and project-based collaboration are vital to student engagement and persistence.

Without these positions, we risk undermining our ability to close equity gaps, maintain instructional quality, and achieve our 2030 institutional goals related to non-credit, dual enrollment and adult education. With them, we can scale strategies that center equity, nurture creativity, and drive student success across our diverse population, positioning us to fully meet our goals.

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)

Visual Arts, Art History, and Design are undergoing rapid transformation as emerging technologies reshape how creative work is produced, taught, and experienced. Digital fabrication tools such as 3D printing, CNC machining, laser cutting, and 3D scanning are now standard across both fine art and design industries, while software-based platforms for image-making, layout, motion, and interactivity have redefined expectations in two-dimensional media. Likewise, Augmented and Virtual Reality are expanding how artists, designers, and historians visualize space, preserve cultural material, and build immersive narratives.

Art History anchors the department's academic and cultural framework, supplying GE, Humanities, and transfer requirements for a broad student population. In 2024, the program offered **54 sections**, serving **2,110 unduplicated students** with a total of **2,361 enrollments**, a clear indicator of its scale and impact. Following recent faculty retirements, the program is now heavily reliant on part-time coverage, limiting our

ability to sustain course pathways or expand equity-focused curriculum. **Hiring two full-time Art History faculty members** is critical to maintaining academic integrity, transfer alignment, and cultural relevance across Visual Arts and Design.

3D Design/Sculpture is a core discipline within Visual Arts and Design and requires specialized expertise distinct from other areas such as Ceramics, Drawing, or GID. No current full-time faculty are trained to teach or develop curriculum in digital fabrication or contemporary sculptural practices. Despite strong student interest, our ability to meet demand and advance modern program goals is limited without a full-time specialist. Rehiring in this area is a strategic investment in program relevance, safety, and sustainability.

2D Visual Art provides foundational skills for nearly every pathway in Studio Arts and Design, yet it functions as its own discipline requiring expertise in both traditional and digital methods. In 2024, the program offered **50 sections**, serving **644 unduplicated students** with a total of **943 enrollments**, underscoring its central role in the department's curriculum. With recent retirements, we lack the full-time capacity to maintain curriculum coherence, introduce new technologies, or support transfer and CTE pipelines such as GID, UI/UX, and Illustration. **Restoring full-time leadership in this and the 3D areas are essential** to preserving instructional quality, ensuring program continuity, and supporting student progression.

To remain competitive, our program must be led by full-time faculty who can integrate these evolving tools with historical context and contemporary practices. This leadership is essential not only for sustaining transfer degrees in Art History and Studio Arts, but also for advancing high-demand CTE pathways in Graphic and Interactive Design (GID), UI/UX, and Illustration, as well as maintaining multiple discipline-specific AAs and certificates. Replacing our vacant positions is therefore not just about staffing, it is about preserving program vitality, ensuring technological relevance, and securing clear pathways to both academic transfer and workforce readiness.

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 full-time faculty who are not only trained in traditional art history and visual art techniques, but also fluent in new media and digital workflows. Beyond teaching and curriculum development, these faculty members would provide critical oversight of our new building, an increasingly complex facility that includes digital equipment, traditional tools, and materials requiring expert handling. Without consistent leadership, the department cannot function effectively, nor can it support the development of a forward-looking curriculum that incorporates contemporary materials, methods, and conceptual frameworks.

Art History houses our highest-enrolled courses which provides the cultural and intellectual backbone of the Visual Arts and Design program, fulfilling GE, Humanities, and multicultural requirements for students across the college. With recent retirements, the curriculum will now almost entirely reliant on part-time faculty, making it difficult to maintain cohesive pathways or develop equity-centered content. Further delays in rehiring risk reducing course offerings, weakening transfer alignment, and eroding one of the few areas where students consistently engage with global and inclusive perspectives.

2D Visual Art hosts our most diverse curriculum offerings in drawing, painting, and design and color, and 2D design. Historically staffed by multiple full-time faculties, it is now maintained primarily by part-time instructors who cannot sustain long-term curriculum leadership, advising, or innovation. Instability in course sequencing and mentorship disproportionately impacts first-generation and transfer-bound students seeking consistency across foundational coursework.

Our 3D Sculpture program relies on a complex lab environment with digital fabrication tools, hazardous materials, and specialized safety protocols. Without a full-time faculty lead, the facility cannot operate at full capacity or evolve toward contemporary practices. These courses support multiple majors and are required for the Studio Arts transfer degree, yet we have been forced to cancel sections due to the scarcity of

qualified instructors. Continued understaffing threatens student progress, course availability, and program credibility.

Hiring full-time faculty members in these disciplines and programs 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 these hires, we risk continued stagnation, loss of enrollment, and erosion of program quality. With these hires, 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 enrollment 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 recent personnel changes. Two full-time faculty members have retired in the Spring of 2025, and a third has announced through early retirement for the Spring of 2026, which will significantly reduce their availability for teaching and departmental service over the next academic cycle. With these departures combined with the already-vacant sculpture position, the department faces the reality of losing four full-time faculty members, more than half of our full-time instructional team. If these positions remain 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, 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 Art History, Studio Arts, Spatial Arts, and Design programs. To begin addressing this need, we are requesting **three full-time faculty positions**. Two in **Art History** and one **2D / 3D Art and Design Hybrid Faculty**, to offset the recent retirements that have left significant gaps in these key areas. In the longer term, the absence of full-time leadership in Art History and across 2D and 3D disciplines risks eroding the quality and continuity of our programs and the identity of the Visual Arts and Design Department. These faculty positions are essential to sustaining our curriculum and maintaining the integrity of our Studio Arts and Art History transfer degrees.

7. Other information, if any.

As full-time faculty numbers continue to decline, so does our department's ability to meaningfully participate in shared governance, accreditation, equity initiatives, and institutional planning. This loss of capacity impacts far more than our own disciplines and department. It affects the overall functioning of our division and the college at large. To address these challenges, we are requesting a combined **2D / 3D Art and Design Hybrid Faculty position** as an efficient and reasonable solution to fill our **overdue staffing needs in 3D** and to respond to the **recent loss of full-time faculty in 2D**. We believe this hybrid position along with replacing our **two vacant Art History faculty** positions will provide the flexibility and foundation needed as our department continues to evolve with student needs and the integration of our **new Visual Arts Center building**.

Currently, Visual Arts and Design represent 46% of the Creative Arts Division's total enrollment for Fall 2025 (at 1,355 students), an increase of approximately 7% compared to Fall 2024. Likewise, VAD's productivity rose by 3%, reaching a metric of 518 over the same period. These indicators demonstrate our consistent growth and our commitment to being a high-performing department that advances student success.

Since 2015, Visual Arts and Design has received only one full-time hire (in 2018), while other departments, such as Music, Photography, and Film/TV have been granted positions within the past five years. Film/TV alone has received four full-time positions since 2015. Yet Visual Arts and Design have the *highest enrollment in the division*, supports *two transfer degrees, three CTE programs, nine AAs, and numerous certificates*, and is now expected to sustain this breadth of programming with steadily diminishing faculty resources.

Failing to replace our vacant full-time positions, especially amid concurrent retirements, jeopardizes our ability to continue to serve students, meet institutional goals, and uphold program integrity. The cost of inaction will be borne by students through reduced course access and delayed graduation, and by remaining faculty through untenable workloads and burnout. This is not a matter of preference; it is a matter of institutional responsibility and long-term sustainability.

With a new academic building opening in 2028-29 and two emerging CTE programs depending on faculty leadership, we urgently ask that RAPP extend to Visual Arts and Design the same support that Film/TV received over the past decade. Our department operates on the margins and is now on the precipice of an existential crisis. We strongly urge that these full-time positions be prioritized in the upcoming hiring cycle to ensure that Visual Arts and Design remain a viable, future-facing asset to the college.

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

The **Visual Arts and Design Department** is facing a critical shortage of full-time faculty. Currently, the **Creative Arts Division** has the **lowest full-time to part-time faculty ratio** at De Anza College — **only 30% full-time to 70% part-time**. With several **impending retirements**, this imbalance will only worsen. This shortage has created significant strain on the remaining full-time faculty and the department's overall operations. Because there are not enough full-time instructors, the college must increasingly rely on part-time faculty to complete essential duties that typically fall under full-time roles — such as **curriculum updates, shared governance leadership, concert and exhibition coordination, and program development**. This not only increases costs but also places unsustainable pressure on existing faculty.

The **VAD program** has long been one of De Anza's most **vibrant and popular departments**, drawing students interested in both traditional and emerging art and design fields. Its continued success is directly tied to the leadership and consistent presence of full-time faculty who mentor students, lead program initiatives, and maintain academic and artistic standards.

At present, the department has **only four full-time faculty members**:

- One is preparing for **retirement (Art History)**
- One is serving as **department chair (GID)**, and
- One is engaged in **campus-wide leadership through the Villages (2-D design)**
- One is the full-time faculty member in Ceramics, a fully in-person program.

These individuals are already stretched thin across multiple essential responsibilities, including teaching, **campus service, tenure and hiring committees, noncredit and dual enrollment programs, and career technical education (CTE) innovation**.

As the college prepares for the **construction of the new Creative Arts Building** — envisioned as a center for art, design, and technology — it is crucial that we also **invest in new full-time faculty**. Sustaining this department's excellence and ensuring its ability to serve **transfer students, older adults, and community**

members will depend on having dedicated, full-time educators who can provide continuity, leadership, and innovation.

This form is completed and ready for acceptance.