

Faculty Request Form - Fall 2025

Department/Area and Name of Submitter

Music: Choral Director - Marcel Macedo de Castro Lima

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
Choral Director	Replacement	06/2023	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 - Music-DA					
	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollments	1,222	970	1,071	1,282	1,213
Sections	86	71	74	81	94
Fill Rate	82%	68%	83%	87%	80%

Success and Equity					
Creative Arts - Music-DA					
	2020-21	2021-22	2022-23	2023-24	2024-25
Success Rate	75%	77%	82%	79%	83%
Withdraw Rate	14%	13%	10%	9%	7%
Equity Gaps	-18%	-18%	-15%	-13%	-9%

Faculty Load Ratios					
Creative Arts - Music-DA					
	2020-21	2021-22	2022-23	2023-24	2024-25
Full Time	40%	59%	33%	20%	19%
Part Time	58%	41%	67%	80%	81%
Overload	2%	0%	0%	0%	0%
FTEF (full time only)	1.3	1.9	1.0	0.7	0.7

Awards				
Creative Arts - Music-DA				
	2020-21	2021-22	2022-23	2023-24
Certificates	0	0	0	0
Associate Degrees	2	1	3	2
Associate Degree for Transfer	0	0	0	0

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 De Anza College Music Department systematically uses quantitative and qualitative data from our Comprehensive Program Review to drive a cycle of continuous improvement in our teaching and learning. We are always committed to adapting and improving our program in direct response to the needs of our changing student populations and the evolving priorities of the college.

Our primary focus is addressing the college's singular goal of closing long-standing equity gaps. Our 2022-23 course success data reveals a significant disproportionate impact for several student groups. In direct response to this data, we have implemented several equity-focused strategies. For instance, our Music Appreciation courses now include culturally-relevant themes that extend beyond the Western Classical Canon, and we continue to emphasize underrepresented groups in our curriculum. We are also moving towards including a more diverse repertoire in ensemble performance, including music from living composers from diverse backgrounds. Our faculty, part-time included, shows outstanding effort in closing these gaps by offering plenty of individualized support, mentoring opportunities, searching for low-cost or zero-cost materials, and coordinating between different courses to identify students in need of attention and help them succeed.

We also use data to align with and achieve key institutional priorities. For years, our CPR identified a primary goal of establishing an Associate Degree for Transfer in Music. Our program data was crucial in pinpointing the primary barrier: our inability to offer MUS 25 (private lessons) due to budget constraints. As a direct result of using this data to advocate for the necessary resources, we have successfully reinstated MUSI 25 and are now on track to implement the ADT. This is a critical step for our students and the college, as it will increase awards since many students transfer to four-year universities as music majors, but they do not receive the AA.

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 request for a full-time Choral Director directly supports De Anza College's primary goals as outlined in the Educational Master Plan 2022-2027: increasing enrollment, improving retention, and closing equity gaps. Our Comprehensive Program Review explicitly states a goal to "continue to grow enrollment across music courses in order to bring back key programs" like our choral ensembles. A dedicated Choral Director would provide the consistent leadership and focused recruitment needed to rebuild these programs, fulfilling the EMP's Outreach initiative. Without a Choral Director, we risk not meeting these objectives, which could lead to a continued decline in music course enrollment.

More importantly, these ensembles are a high-impact practice for addressing the college's "singular goal of closing long-standing equity gaps". Choral participation fosters a powerful sense of community, helping students feel connected, nurtured, and valued—three of the six key student success factors adopted by the college. This is critical, as our CPR links the decline in degrees to the "result of losing dedicated full-time faculty who had the time to work closely with students". A new director would double our capacity for this essential mentorship.

Finally, this position is crucial for our degree pathways. A robust choral program is a foundational component of our new Associate Degree for Transfer, and the director would teach core courses and prepare students for transfer auditions. A deep curriculum revision is also needed to update the program and make it serve current students' needs. Course outlines and program structure are outdated and don't reflect the current needs of students and the labor market. Furthermore, their expertise is necessary to develop new CTE-aligned certificates, Noncredit, and Dual-Enrollment offerings.

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)

This request for a full-time Choral Director is a direct and intentional strategy to advance De Anza's Equity Plan Re-Imagined. It aligns with the plan's core framework by addressing both Racial Equity and the Student Success Factors, using data-informed methods to create a more inclusive and supportive learning environment. Our Comprehensive Program Review data shows persistent and significant course success gaps for our disproportionately impacted students. A full-time Choral Director is uniquely positioned to implement the Teaching and Learning Strategies our department has identified to close these gaps. By selecting diverse choral repertoire, for example, such as African American spirituals and Latin American folk songs, that reflect our student body, the director would actively "emphasize underrepresented groups in our curriculum". These selections are not only culturally relevant but also enhance student engagement and foster a sense of belonging. A new full-time faculty member would provide leadership in this initiative, in addition to doubling our capacity to provide the individual attention and mentorship critical for the success of these students.

The choral program itself is a high-impact practice that directly fosters the Student Success Factors outlined in the Equity Plan. As noted in our CPR, "Music can inspire motivation and community, both of which keep students in college". A thriving choral ensemble, led by a dedicated director, creates an environment where students feel connected to the college and their peers, are actively nurtured by an instructor invested in their success, and have opportunities to contribute through performances, feeling valued and appreciated.

A director would also "develop student leadership" through section leaders, a key departmental strategy that creates a supportive, peer-led community. Ultimately, funding this position represents a concrete commitment by the college, an "investment in an intentional strategy designed to achieve student success and equity goals and the elimination of systemic racism".

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 full-time Choral Director position is critical for supporting both ongoing college operations and, most importantly, student success. The request is a direct, data-informed response to the needs and strategies identified in our Comprehensive Program Review (CPR). A full-time position would support the following operational goals:

- **Recruiting, Enrollment, and Fiscal Health:** Large ensembles like choirs are vital for generating the FTES that support the college's budget. A full-time director dedicated to recruitment and retention is necessary to rebuild and sustain these programs, contributing directly to the college's operational health.
- **Curriculum Management:** Having only one full-time instructor responsible for all Course Revisions, Program Review, and SLO assessment is not viable. Adding a Choral Director provides a subject-matter expert to share this essential operational duty, ensuring the quality and currency of our curriculum, including the development and leadership of equity-focused initiatives.
- **Program Integrity:** A robust choral program is a non-negotiable component of a successful music degree. Having a full-time choral director is a step towards offering core curriculum courses (both for the AA and the newly reestablished ADT) regularly and reliably, ensuring they meet high standards.

The position's most significant impact will be on student success, directly addressing the data in our CPR. While our overall course success rates improved to 87% in 2023-24, this improvement results from intentional strategies that a new director would amplify. Our CPR attributes this improvement to providing more "tutoring and one-on-one support... study groups and working with individual groups with student leaders". A choral setting is a perfect environment for this, where the director provides constant group and individual coaching, and student section leaders act as peer mentors.

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 position replaces a recent retirement and ensures that the long-overdue hiring of new music faculty is not delayed further, which could affect the department's ability to function. The position will support essential academic and administrative work, as well as develop recruiting, retention, and success efforts.

A full-time Choral Director would immediately contribute to the health, growth, and vitality of the Music Department in the following ways:

- **Growth through Enrollment:** A primary goal in our CPR is to "continue to grow enrollment". A Choral Director would lead the rebuilding of large choral ensembles—historically a major source of FTES for the department—and would have the dedicated time for the recruitment and outreach necessary to make them thrive. Their expertise is also needed to develop the new CTE certificates in community instruction that our department plans to add.
- **Health of the Academic Program:** This position is essential to the health and integrity of our new ADT. A robust choral/vocal program is a foundational part of any transfer-level music degree. The director would provide the subject-matter expertise needed to teach core vocal classes, prepare students for transfer, and support the recently reinstated MUSI 25 program.
- **Vitality of Campus and Community Life:** Our department's mission emphasizes that "Student Performance events are central". By rebuilding the choral program, the new director would restore a vital component of our public performance calendar, enriching campus life and strengthening our connection to the community through concerts and festivals.

While the delay in hiring full-time faculty has severely affected the department's ability to sustain enrollment and consistency in course offerings, the unrealized potential is such that a new position would represent an immediate leap toward developing the health, growth, and vitality of the program.

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)

The Music Department at De Anza holds historic significance and an incredible reputation. In its over five decades of history, it has had high-quality, award-winning ensembles, recorded albums, and organized festivals. Above all, it has impacted generations of musicians who went on to hold professional careers in the region and beyond. The reduction in the program's relevance and size is closely tied to the decrease in full-time faculty (from six to one over eight years).

The Music Department's current staffing is critically insufficient, consisting of a single full-time instructor responsible for the entire program. This situation severely impacts the program's health, hinders its growth potential, and diminishes its vitality. The reduction in full-time faculty in the music program has been well documented in past program reviews. It's unsustainable for one full-time instructor to undertake all the curriculum, institutional, academic, and administrative work. In music, there's also the added responsibility of organizing recitals and leading outreach and recruiting initiatives; very time-consuming activities that part-time instructors cannot undertake. Examples of administrative work in the music department also include managing and maintaining a large instrument inventory, an extensive music library, and music technology equipment. Although we are fortunate to have a wealth of resources at the Music Department, all the property currently lacks oversight or management.

In short, without another full-time position, we are unlikely to achieve the goals stated in our CPR or advance the college's Strategic Plan. Notably, the goal of developing non-credit courses and dual-enrollment programs is severely affected since full-time faculty are needed to pursue these goals.

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)

If the full-time Choral Director position is not filled, the essential work of the Music Department will be accomplished through an unsustainable combination of overburdening the single remaining full-time instructor and relying on part-time faculty to perform duties beyond their contractual obligations. This approach directly compromises program quality, slows growth, and risks faculty burnout.

7. Other information, if any.

I was hired this year as a full-time instructor after the Choral Director's resignation in the 23-24 year. That means the Music Department is still severely overdue for a new hire. Not only am I the only full-time employee, but I'm also new to the position, which means I'll need to learn all the ropes and handle all the work while going through my tenure process. That makes the hiring of another full-time instructor even more urgent.

On a positive note, there's great potential to be unlocked in the department. A new hire would immediately affect recruiting and retention, making the program more sustainable. With a strong commitment to institutional goals, bridging equity gaps, financial responsibility, and a flexible curriculum structure ready to serve students where they need, we're looking at a bright future.

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

Replacing the former Choir Director / vocal instructor is a top priority for the music department. The vocal classes, in particular, appeal to all ages and backgrounds; many older and returning students are represented in the beginning singing, Chorale, and Vintage Singers. The position supports student vocal groups, such as Vocal Flight, that has been performing at College sponsored events for many years. Vocal music builds community and can respond to our College and District mission to improve access to older adult populations and community members. The program is a source of pride for the College as evidenced in the students' quarterly concerts. The director teaches a variety of courses, both general education and singing, and has leadership in the department and division. This kind of work cannot be performed equitably with part-time instructors since the extra hours of work to prepare for quarterly concerts and recitals is not sustainable. I fully support the department chair's request to replace the full-time chorale director/instructor position.

This form is completed and ready for acceptance.