#12

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Collector:	Web Link 1 (Web Link)
Started:	Friday, December 13, 2024 9:33:14 AM
Last Modified:	Friday, December 13, 2024 10:04:56 AM
Time Spent:	00:31:41
IP Address:	160.227.129.203

Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	**ART**
Position Title	**Art History, Tenure Track**

Q2

1a. Did you request a position last year (2023-2024)?

No

Q3

1b. If yes, and that position was funded, do you want this position ranked as well?

Respondent skipped this question

Q4

1c. Is there dedicated funding for the position that is not unrestricted general fund (i.e. categorical/special funded programs)

No

Page 2

Q5

2. Why is this position essential to your program and college?Please discuss the potential impact of this position on the department, college, district and/or region (Rubric Criterion 1, 3).(300 words or less)

We do not currently meet the state mandates for Art History (ARTH) faculty. According to the CCCCO's Minimum Qualifications Handbook, Art Studio and Art History have different minimum qualifications. The distinction lies in the differing types of courses offered within our program: Studio Art (ARTS) and Art History (ARTH). Both full-time faculty members within the Art Program have expertise in Studio Arts (ARTS): Joshua Eggleton serves as the Studio Arts lead, and Asa Enochs is the Digital Arts lead. Additionally, only two of our eight adjunct faculty members who regularly teach ARTH courses meet the current minimum qualifications. The others have been "grandfathered" into their course assignments due to over a decade of teaching these courses and maintaining Priority of Assignment. We feel this is the reason that equity gaps persist among our largest student population. https://www.cccco.edu/-/media/CCCCO-Website/docs/minimum-qualifications/CCCCOReport-Minimum-Qualifications-2023_.pdf

Art History is the discipline with the highest program enrollments within our Art Program. Historically, one in ten Cuyamaca College students will take an art class during their time here. The Art Program is a significant contributor to transfer enrollments for the AHSS Division. During the 2023–2024 academic year, Art was the most popular discipline among students fulfilling Area 3A for Cal-GETC, representing 24% of enrollment across the thirteen disciplines in this category. Of the nine transfer-level GE courses within the Art discipline, eight are Art History courses, which collectively generate 90% of our GE enrollments.

Despite these successes, the largest gaps in student equity occur within the Art History area of specialization, while equity gaps do not exist within the studio arts. Why is this the case? The primary reason lies in the differing skill sets of Studio Art professors and Art Historians. Art Historians specialize in analyzing the meaning, development, and cultural significance of artworks within their historical contexts, often engaging in scholarly research that includes archival work, critical analysis, and contextual interpretation. In contrast, Studio Arts professors focus on teaching practical artistic skills, such as painting, sculpture, or photography, with an emphasis on personal expression and studio practice. While Studio Arts professors may incorporate some art historical knowledge into their teaching, their primary focus is on technical skills and creative experimentation.

The California Community Colleges (CCC) system recognized these distinctions when it updated the C-ID descriptors for the disciplines of Art Studio (ARTS) and Art History (ARTH). This update acknowledged the unique expertise required in each field and revised the minimum qualifications for teaching these courses accordingly. Studio Arts faculty are now required to have an MFA in Studio Arts, with training in areas like painting, printmaking, sculpture, photography, digital arts, and related practices. Meanwhile, Art History faculty must hold an MA in Art History or Humanities or an MFA in Art with a BFA in Art History.

The Art Program generates 6.29 FTEF per semester, with a full-time load of 1.84 FTEF compared to a part-time load of 4.4 FTEF—a 30% full-time to 70% part-time split. Our current FTEF clearly demonstrates the capacity to sustain another full-time faculty member. Adding this position would not only strengthen the program but also help bring the Art Program closer to meeting the College's Faculty Obligation Number (FON).

Q6

3. What are the racial and gender demographics of the faculty within your program? Outline your steps to ensure a recruitment of diverse candidates that reflect the mission, vision and values of the college. These steps could include: professional associations dedicated to the promotion of diversity in your content area (Rubric Criterion 1).(300 words or less)

Art Program Faculty Demographics:

A. Gender: 46% female, 54% male.

B. Racial Composition: 10% Asian, 30% Hispanic/Latino, 50% White, and 10% Mixed Race.

C. Content Expertise by Degree Composition:

1. 90% MFA in Studio Art (teaching 96% of sections offered)

2. 10% PhD in Art History/ Humanities (4% of sections offered)

While the program reflects some diversity, with 30% Hispanic/Latino representation, there remains a significant opportunity to further diversify, particularly by increasing representation of underrepresented racial groups and ensuring gender diversity within faculty positions. We are committed to aligning our recruitment efforts with Cuyamaca's mission and values to achieve this. This includes taking intentional steps to recruit and retain a more diverse faculty, beginning with the creation of an accurate and inclusive job posting tailored to the needs of a 21st-century art historian.

Steps to Recruit and Retain a More Diverse Faculty

A. Data-Informed Recruitment Goals:

1. Use the current demographic data to identify underrepresented groups within the program.

2. Align recruitment goals with the college's mission of advancing equity and social justice.

B. Inclusive Job Postings:

1. Create a faculty job posting that reflects an accurate description of an art historian rooted in the critical analysis of the history of art, including:

a. Research methodologies related to the field, including historical contexts of archival documents, artistic movements, and curatorial practices existing within their primary sociocultural frameworks.

b. Career Paths related to museum and curatorial studies and scholarly research elevate to our student population.

2. Revise faculty job descriptions to emphasize the value of diversity, equity, and inclusion (DEI). This has been a significant component of all recent hires, and this work will continue with an Art History hire.

3. Highlight the institution's commitment to social justice and student-centered innovation.

4. Use inclusive language to ensure the postings are welcoming to diverse candidates.

C. Targeted Recruitment Efforts:

1. Share job postings with professional associations dedicated to diversity in the arts, such as:

a. Advancing Faculty Diversity in the Arts and Humanities (AFDAH)

b.Committee on Women in the Arts (CWA)

c. National Center for Faculty Development and Diversity (NCFDD)

d. Professional Alliance for Curators of Color (PACC)

e. The Association for Critical Race Art History (ACRAH)

2. Advise HR to advertise on platforms that reach underrepresented communities, including culturally specific organizations and forums including:

a. Association of Historians of American Art (AHAA) https://www.ahaaonline.org/forums/

b. Black Doctoral Network https://blackphdnetwork.com/bdn-consulting/

c. Latinx Studies Association https://latinxstudiesassociation.org/news/

d. Society for Asian Art Historians (SAAH) https://www.societyforasianart.org/newsletter

e. Native American Art Studies Association (NAASA) https://nativearts.org/category/news/job-announcements/

Q7

4. Please describe your planned onboarding process to support the new hires inclusion into community. Please share if there are any resources or collaboration that would assist. (Ex: AFT mentorship, THRIVE, Tenure Review, EMTLI, Communities of Practices, etc.) (Rubric Criterion 4: Support of Strategic Plan) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

Art Program Planned Onboarding Process:

Cuyamaca College's onboarding process already fosters inclusion, equity, and professional growth for new hires when implemented and supported by individual program leadership. The Art program will host an orientation session for our new colleague, introducing the college's mission, equity initiatives, and community, alongside assigned mentorship through the AFT Mentors & Mentees program. During tenure review, new faculty will also be partnered with equity-focused Art faculty (J. Eggleton and A. Enochs) to ensure alignment with inclusive teaching practices.

To support professional development and retention, our hire will have access to leadership and teaching programs such as the Equity-Minded Teaching and Learning Institute (EMTLI), THRIVE w/ Teaching Dialogues, Equity Pedagogical Practitioners Academy (EPPA), and Peer Online Course Review (POCR). Resources like the National Center for Faculty Development and Diversity (NCFDD) will provide additional support for career advancement.

Over time, an Art History faculty hire will eventually mentor and collaborate with culturally significant student organizations such as PUENTE, UMOJA, and RISE, strengthening their connection to students and fostering a sense of belonging. A holistic peer evaluation system and tenure-track support network will further enhance professional growth and community engagement.

This comprehensive approach ensures new faculty are integrated into the Cuyamaca College community, equipping them with the resources and relationships to thrive professionally and contribute meaningfully to equity-driven goals.

Q8

5. How will this position improve student learning and achievement, and close equity gaps in access and outcomes in your program? What steps are you taking to close equity gaps in access and outcome, for example: (Rubric Criterion 2: Program Student Achievement and Potential Growth) modify curriculum to reflect the college's diverse student population close equity gaps ensuring equitable access to courses that have pre-requisites removing barriers for students, especially those from historically marginalized groups adopt/create no cost/low-cost textbooks and course materials (300 words or less)

The art program has made significant mentorship interventions among its part-time faculty advocated that they enroll in equity programs such as the Equity-Minded Teaching and Learning Institute (EMTLI), THRIVE w/ Teaching Dialogues, Equity Pedagogical Practitioners Academy (EPPA), and Peer Online Course Review (POCR). We have seen some marginal improvement toward closing gaps in equity; however, this position is essential to improving student learning and achievement. By hiring a qualified ARTH faculty member, the program will better align instruction with the needs of our diverse student population and address the barriers that have limited equitable outcomes.

Art History courses are crucial in transfer pathways, comprising 90% of general education (GE) enrollments within the Art Program and 24% of Area 3A Cal-GETC enrollments in 2023–2024. In the last academic year alone, we had substantial waitlists for Art 100 courses and added several 8WK late-start sections to accommodate this growing demand. We have increased our Art 100 course offerings by 30% in the last three academic years.

Despite this high demand, significant equity gaps exist in ARTH courses due to the lack of specialized faculty. Hiring a qualified ARTH instructor will provide students with expert guidance in critical analysis, cultural context, and historical frameworks, ensuring they are better prepared to succeed academically and achieve their goals.

The program has already identified that equity gaps are larger in ARTH courses compared to Studio Arts, where no gaps exist. This is largely due to a mismatch in faculty expertise. A dedicated ARTH faculty member will:

● 1. Develop our curriculum that reflects the experiences and histories of the college's diverse student body, making coursework more engaging and relevant.

● 2. Introduce no-cost/low-cost course materials, removing financial barriers for students.

● 3. Build inclusive teaching practices that support historically marginalized students, fostering a sense of belonging and increasing course success rates.

This new position will ensure students have fair access to quality instruction and resources, directly tackling the inequities that have persisted in ARTH courses. It's not just about meeting goals—it's about giving every student the support and opportunities they need to succeed in school and in life.

Q9

6. Has there been or is there evidence to demonstrate that there will be an increase in student demand for your programs and/or services? How are students being adversely impacted without this position? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services, students served, etc. as they apply to this position. (Rubric Criterion 2)(300 words or less)

Yes, there is clear evidence showing both the increasing demand for Art History (ARTH) courses and the challenges students face without this critical position. By examining program review data, it's apparent that the need for a qualified ARTH faculty member is urgent—not just to address enrollment growth but to ensure students have equitable access to courses (taught by qualified Art Historians) that support student academic and career success.

Evidence of Increased Demand:

● 1. Enrollment Trends:

Art History courses make up 90% of the Art Program's general education (GE) enrollments, making them essential to many students' academic pathways. In the 2023–2024 academic year alone, Art History accounted for 24% of enrollments in Area 3A requirements for CalGETC across thirteen disciplines. This shows sustained and growing interest in these courses, which are pivotal for transfer and degree goals.

● 2. Program Contribution to Transfer Pathways:

The Art Program plays a vital role in transfer success for the AHSS Division, with Art History leading the way. Eight of the nine transfer-level GE courses in the Art discipline are ARTH, emphasizing its importance to students meeting transfer requirements.

The Human Impact:

Students thrive when they feel seen and supported, but Art History courses show some of the largest equity gaps in the program. Unlike Studio Arts courses, where equity gaps are minimal, ARTH courses struggle because they lack faculty with the specialized expertise to teach these topics effectively. This gap leaves many students—especially those from underrepresented populations—without the tools they need to succeed.

● 1. Quality of Instruction Matters:

Students need instructors who bring both academic expertise and an understanding of how historical and cultural contexts shape art. Currently, only two of the eight adjunct instructors meet the state's minimum qualifications, leaving most students without access to faculty who are fully equipped to guide them in this critical subject area.

● 2. Student Success and Equity:

Equity gaps in ARTH courses don't just affect grades—they disrupt students' ability to persist, complete their degrees, or transfer. Without specialized support, students face unnecessary delays and barriers to achieving their goals.

By hiring a qualified ARTH faculty member, the college can not only address these challenges but also open doors for more students to succeed. This is about more than numbers—it's about creating opportunities for every student to feel capable, empowered, and ready for their future.

Q10

7. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goal(s). Please explain how this position would support historically marginalized groups? (Rubric Criterion 3: Critical Need - Critical to the Program/and Institution)Examples may include the following: Issues with Federal or State Mandates Replacement for Recent Retirement or Vacancy Specialty Areas within Discipline/Service Area results in difficulty in finding part-time faculty Required for Program, Courses, or Specific Service to Continue Ranking within division (per division dean feedback) Supporting students (300 words or less)

This request supports the primary program review goal: "Eliminate Equity Gaps within the Art Department, particularly in Art History (ARTH) courses." The lack of specialized Art History faculty has been identified as a major barrier to equitable outcomes, as current faculty expertise is predominantly in Studio Arts. Hiring a full-time Art History faculty member with appropriate qualifications will:
Address Equity Gaps:
A. Equity gaps are disproportionately larger in ARTH courses compared to Studio Arts. A dedicated ARTH faculty member will revise, maintain, and deliver culturally relevant and inclusive curriculum, ensuring courses reflect the experiences and histories of the college's diverse student population.
Improve Access and Outcomes:
B. Art History courses comprise 90% of the Art Program's general education enrollments and contribute significantly to transfer pathways. Adding this position will improve access to high-quality instruction, thereby enhancing student success and eliminating equity gaps in enrollment, course success, and degree completion.
Supporting Historically Marginalized Groups
This position will directly support historically marginalized groups by:
1. Developing Inclusive Curriculum: The new faculty member will create courses that reflect diverse cultural histories, artistic contributions, and underrepresented narratives, fostering a sense of belonging among students.
2. Providing Equitable Access to Resources: They will continue to support our ongoing efforts to schedule courses with no-cost/low-cost course materials to reduce financial barriers, a significant obstacle for marginalized students.
3. Access to Campus Support Systems: By engaging with student equity initiatives such as PUENTE, UMOJA, and RISE, the faculty member will build connections that support the academic and personal growth of students from historically marginalized groups.

Q11

8. Is this position new or a replacement? Please explain. (Rubric Criterion 3)(100 words or less)

This new position is needed to meet current California state minimum qualifications guidelines outlined in the CCCCO's Minimum Qualifications Handbook; Art Studio and Art History have different minimum qualifications for Art History lecture courses designated as ARTH by C-ID.
The Art Program generates 6.29 FTEF per semester, with a full-time load of 1.84 FTEF compared to a part-time load of 4.4 FTEF—a 30% full-time to 70% part-time split. Our current FTEF clearly demonstrates the capacity to sustain another full-time faculty member. Adding this position would not only strengthen the program but also help bring the Art Program closer to meeting the College's Faculty Obligation Number (FON).

Q12

9. Which strategic priority/priorities is this request supporting? Please state how the position will help advance the specific priority/priorities and the College's mission, vision and values. Note: the more goals addressed the stronger the request. (Rubric Criterion 4: Support of Strategic Plan) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

The request to hire qualified Art History (ARTH) faculty directly supports multiple strategic priorities of Cuyamaca College, aligning with its mission, vision, and values to promote equity and student success.

Strategic Priorities Addressed:

1. Increase equitable access (enrollment):

Art History courses constitute 90% of GE enrollments in the Art Program, a key contributor to transfer enrollments. However, the lack of faculty with specialized ARTH qualifications limits the program's ability to engage students fully. Hiring a qualified ARTH faculty member will improve course delivery and enhance the academic experience, thereby attracting more students to the discipline.

2. Eliminate equity gaps in course success:

Equity gaps in course success are disproportionately high in ARTH compared to Studio Arts. This stems from a mismatch between faculty qualifications and course needs. A dedicated ARTH faculty member will bring expertise in contextual analysis, critical thinking, and cultural understanding, directly addressing these gaps and supporting students' diverse learning styles.

3. Increase persistence and eliminate equity gaps:

With ARTH courses contributing significantly to transfer and degree pathways, improving the quality of instruction will encourage students to persist in their academic journeys. Equitable learning opportunities in ARTH will ensure that students from all backgrounds can succeed and re-enroll.

4. Increase completion and eliminate equity gaps:

Given the popularity of ARTH for fulfilling GE requirements, enhancing instruction quality through specialized faculty will better prepare students for successful degree completion or transfer.

5. Increase hiring and retention of diverse employees:

Recruiting qualified ARTH faculty who reflect the diversity of the student body supports institutional goals of equity and representation, creating an inclusive academic environment.

Q13

10. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to help inform the prioritization process.

Yes, I have discussed this position request with the Division Dean

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Q14

If you would like to attach data to support your request in light of the rubric criteria, please upload a PDF, Word, or image file using the button below.

CCCCOReport%20Minimum%20Qualifications%202023_.pdf (2.7MB)