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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	ART
Position Title	Tenure Tack Art Faculty: Digital Design Career Path

## Q2

1. 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)(300 words or less)

The Art program has plans to expand based on market/industry-driven data and this request supports two of our Comprehensive Program Review goals. First, it supports CPR goal #2, the creation of GE curriculum cross-listed with other programs like Ethnic Studies, Engineering, and Graphic Design by hiring someone with direct content-level expertise in areas of digital design. This emphasis overlaps career paths related to Engineering, Graphic Design and Digital Media. In 2009 former STEM faculty member Duncan McGehee provided a roadmap for Cuyamaca College to create an interdisciplinary AS degree program in Industrial Design. A conversation between the current co-chairs in Engineering (Miriam Simpson and Keenan Murray) has already begun with the Art program. We have discussed the potential for digital design majors to use the Engineering Maker Lab to execute projects related to a Digital Design AS degree. We have also already begun talking about how to support our relationship between Engineering and Art by adding course recommendations to our updated program maps. Second, some of the courses that already exist in our Graphic Design certificate program can be cross-listed as part of a Digital Design AS degree. The Art program shares close ties with our Graphic Design program and both areas of emphasis agree that more can be done to serve students in our areas. We currently have an agreement to share classroom/lab space with Graphic Design on campus and we are in the process of updating the technology in our studio art classrooms to completely align with Graphic Design. We hope that by sharing space with STEM and GD, the community relationships between all our students will grow and that a sense of belonging among all our students will be fostered.

The Art program has lost a combined total of 2 FT faculty since 2016. Currently the WSCH/FTEF in the Art program (525.07 over 5 years) with an average fill rate of 76%, an average retention rate of 87%, and an average success rate of 77% could support 2 full-time faculty members. We need an additional full-time faculty position, with content-level expertise in Digital Design/Media, to support our program goals for growth in these fields of study. The current demands of our single full-time faculty member in Art are too high to make it happen and our FT faculty lack the technical expertise in these areas of study.

Cuyamaca College is in a unique position to be the first college in the region to offer this specific Digital Design focus. Careers related to digital design include Architecture, Illustration, Industrial Design, Concept Design for Entertainment and Digital Media, Printmaking, Photography, and Video Game Design. While some colleges offer limited course work in single areas of emphasis related to the field of digital design no one college has a consolidated AS degree that will allow students to special after transfer.

Why should Cuyamaca College care about this? According to the 2022 Otis College Report on the Creative Economy (Los Angeles Region and the State of California), 57% of job growth in the creative economy was related to digital media. San Diego/Imperial County accounts for 5%-7% of the creative industry employment in the entire state of California. Cuyamaca College is a Hispanic Serving Institution. Our population campus population demographics tell us that 50% of our student body identifies as Hispanic/Latino. However, only about 35% of students that enroll in Art courses at Cuyamaca College identify as Hispanic/Latino. This tells us that we are not doing a good job of providing coursework that leads to clear career paths among students that are identified by historically marginalized groups. Hiring a diverse candidate, with hands-on experience in teaching courses related to the fields of study in digital design, and one that has industry connections would be part of the job description for a new full-time position.

## Q3

2. 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) 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)

A. Increase equitable access (enrollment): By offering courses related to industry jobs that are in demand, related to digital design, enrollments in Art, Graphic Design, and STEM will increase. We just don't do it now.

B. Eliminate equity gaps in course success (passing grade in class): One of the reasons that gaps in equity exist is that students do not feel welcome or see other students like them in their classrooms. Fine Art has been taught from a Eurocentric point of view for decades in colleges across the region/state/country. The Art program is actively taking steps to train all current faculty and new hires in teaching pedagogy related to CRT and increase equitable access among our current student body.

C. Increase persistence and eliminate equity gaps (re-enrolling the subsequent semester or year): The digital Design AS degree would provide the basis for a student to transfer into a major emphasis in Architecture, Illustration, Industrial Design, Concept Design for Entertainment and Digital Media, and Video Game Design in 2 years/4 semesters. We just need to hire someone with area expertise to realize this goal.

D. Increase completion and eliminate equity gaps (graduating with a degree/certificate or transferring): One of the reasons that gaps in equity exist is that students do not feel welcome or see other students like them in their classrooms. Fine Art has been taught from a Eurocentric point of view for decades in colleges across the region/state/country. The Art program is actively taking steps to train all current faculty and new hires in teaching pedagogy related to CRT and increase equitable access among our current student body. Our efforts have begun to bear fruit in our current degree and certificate programs. Currently, Art has had 18 students complete or transfer in our fields of study in the last 5 years. Graphic Design has had 3. Graduation/transfer numbers like this totally suck, to be honest. We fully intend to continue this work when creating a Digital Design AS degree.

E. Increase hiring and retention of diverse employees to reflect the students and communities we serve

(300 words or less): In 2022 the Art program hired its first full-time faculty member in the last two decades. Joshua Eggleton is committed to the college's mission and values related to diversity. He is also white and is fully aware of the privileges that he has been afforded due to this fact in his own life and career. When a second full-time position in the Art department is approved every effort will be made to ensure diversity among our current full-time faculty pool of one.

## Q4

3. 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)- 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)

A. Modify curriculum to reflect the college's diverse student population: All current curriculum that will be part of the proposed digital design AS is undergoing review and changes are being made to our CORs to reflect our increasingly diverse student population. All new curricula that are related to a digital design AS will contain SLOs, methods of instruction, and course objectives that specifically address BIPOC and the need to provide coursework that is welcoming to all student groups.

b. Close equity gaps: The art program is currently working to close equity gaps among the students that take courses in our programs. One of the most disheartening things our faculty hear when counseling students is a version of the following statement from students of color, "I like art, but my parents/friends/mentors told me that I won't make any money if I major in it." This is an inaccuracy that Cuyamaca College can correct by allowing our small program to grow just a little bit bigger. We are looking to grow the size of our program by hiring a faculty member that has experience in industry-related coursework that will lead to a real-world career placement in fields of study that accounts for 11.8% of California's GDP.

C. Ensuring equitable access to courses that have prerequisites: All prerequisite courses for the proposed digital design AS major are currently offered in a variety of modalities including on-campus and DE/Hybrid.

D. Removing barriers for students, especially those from historically marginalized groups: When we counsel students or attend outreach events and represent the Art and Graphic Design Programs for Cuyamaca College, nothing breaks our hearts more than asking students, "What interests you in art?" Then they ask if we have a program and/or coursework related to careers related to fields of study related to digital design and we must tell them, "No we do not, but 'X' college does." This should not be part of our interactions with students because our program is failing them. Currently, we cannot facilitate meaningful change in a program consisting of one full-time faculty member and not offering or adopting courses to fully align with Grossmont College's Art program. There are many multidisciplinary courses that are in the Grossmont catalog that we could adopt here at Cuyamaca that are currently part of their current ART discipline: ART 103 Artists and Designers Today, ART 106 Introduction to Mural Painting and Design, ART 119 Color Theory, ART 171 Introduction to Digital Art, ART 172 Web and Portfolio Design, ART 175 Digital Imaging and Art, ART 184 Introduction to Animation, ART 210 Introduction to Printmaking, ART 240 Portraiture/Character Design, PHOT 150 Introduction to Photography, and PHOT 151 Personal Photographic Vision. By hiring another full-time instructor that has experience teaching digital design-related curriculum that individual would take the lead in these alignment and expansion efforts.

E. Adopt/create no-cost/low-cost textbooks and course materials: As a program art faculty are unanimously committed to offering coursework that utilized OER, low-cost textbooks, and course materials and fees that do not create financial barriers for students. We plan to continue to utilize existing lab and maker spaces on campus so that a community of learning, building, and making will be accessible to all students.

**Q5**

4. 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)

Currently, in California, most Arts industry-related job growth exists in fields that are based in Digital Design. In the San Diego/Imperial County region, 57% of job growth in the creative economy was related to digital media. We currently do not prepare students for any of these jobs, except for Graphic Design, in our district. The only degrees we offer to students in our discipline, currently categorized as "Fine Art," relate to the smallest share of available industry jobs. Or to put this more bluntly, in 2022 there were 76,000 jobs related to Fine and Performing Arts in CA and there were 980,986 jobs in Digital Design/Media in CA. We are totally missing the boat on this. According to the 2022 Otis College Report on the Creative Economy (Los Angeles Region and the State of California), 11.8% of CA GDP is in these industry-related jobs in digital media. That's \$416.6 B in wages for industry professionals.

When the Art Institute San Diego closed its doors in 2019 it created an educational vacuum in the region because it was the only local art college that provided specific majors related to the industry jobs related above. We provide a certificate in Graphic Design at Cuyamaca College, MiraCosta has a Digital Media Studies emphasis, and Palomar College offers a certificate in Illustration. However, no community college in the region offers a dedicated associate degree and transfer pathway that will lead to jobs in all the following fields: Architecture, Illustration, Photography, Print media, Industrial Design, Concept Design for Entertainment and Digital Media, and Video Game Design. All of these careers rely heavily on digital technological know-how. The Art program has a real opportunity to be first in this area, but we must create a new Digital Design pathway that no other community college in the region currently fills. If we do not take any action another one will beat us to it. Here is the problem, the current full-time Art faculty member lacks content expertise in these courses. We need to hire a new faculty member with experience teaching Digital Design curricula and /or industry expertise to help develop and grow our current art program.

**Q6**

5. What are the racial and gender demographics of the faculty within your program? What steps will your program take to ensure this position will promote faculty diversity to reflect the students the college serves, for example: (Rubric Criterion 1)- Participating in professional development related to equity and diversity in hiring- Participating in professional development related to equal employment opportunity (EEO)- Completing EEO Representative Training- Employing strategies to recruit diverse applicants(300 words or less)

Currently, the Art program has 1 full-time faculty member that identifies as white. This faculty member has attended PD related to equity and diversity in hiring and has worked to increase the diversity of our current part-time faculty pool and will complete the EEO representative training in the spring of 2023. All new adjunct hires in the last 2 years have increased the level of diversity within our current adjunct pool. When a new full-time position is approved increasing the diversity of our full-time faculty in Art will be an essential part of the screening and hiring process.

**Q7**

6. Describe why this position is essential to your program and/or service area. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (Rubric Criterion 1, 3)(300 words or less)

Currently, the Art program's enrollment relies too heavily on a single course, Art 100-Art Appreciation. For years the AHSS division enjoyed high enrollments in Art 100 because we were the only college in the district to offer this course in the DE modality. However, since Grossmont now offers Art 100 as a predominantly DE class, they have seen enrollments increase and ours have declined as a result. Both Grossmont and Cuyamaca have focused too heavily on coursework focused on fine art rather than digital design. We have a real opportunity to create something special here and fill a regional void. We just need support from the college to realize our program goals. Since we do not currently offer a pathway for students in digital design/media we have failed to give them options that will lead to careers that are in demand. If we do not hire a new full-time faculty member with content expertise in Digital design/media, we can expect our enrollments to continue to decline.

**Q8**

7. Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)(100 words or less)

This is a replacement for a position that was vacated in 2016 when one of two art faculty members retired.

**Q9**

8. 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. Note: The Division Dean will be providing feedback to help inform the prioritization process

**Yes, I have discussed this position request with the Chair of the Department**

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

**Q10**

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.

**TheCreativeEconomyReport-2022.pdf (13.3MB)**