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COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Art
Position Title	ART - Art Historian

Q2 Yes

1a. Did you request a position last year (2024-2025)?

Q3 Respondent skipped this question

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

Q4 No

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

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)

A full-time Art Historian is essential to restoring balance to our Full-Time/Total Faculty ratio, which is currently 17% FT to 83% PT. Our program maintains a 4.4 load cushion that can support an additional full-time faculty member. We are a highly productive program, with WSCH/FTEF ratios of FA487 and SP492, 9.3% above the institutional standard, and consistently strong fill rates ranging from 81% to 87% each academic year.

Data and Evidence Supporting Need (Criteria 1):

Despite this productivity, our program is out of alignment with GCCCD Board Resolution 20-015. We remain committed to diversifying our faculty, have outlined a detailed plan in our Program Review, and have had our faculty complete professional development on EEO hiring and equitable recruitment practices. However, our current full-time faculty demographics are 100% male, one identifying as White Non-Hispanic and one as Multiple Races, indicating that we are not yet reflective of the diverse communities we serve. (See CPR, Student Success, and Achievement sections)

In addition, Art is divided into two distinct academic specialization areas: Art History and Studio Art. At present, we do not have any full-time faculty who meet the CCC Minimum Qualifications for teaching Art History, as defined by the Minimum Qualifications for Faculty and Administrators in California Community Colleges, 19th edition. This creates a critical gap in our ability to write, revise, and maintain discipline-appropriate curricula, especially since our highest-enrolled GE and Cal-GETC courses (90% of our total GE enrollment) fall within Art History.

Critical Need to the Program and Institution (Criteria 3):

We face persistent equity gaps, particularly in our online Art History courses, where Hispanic/Latino and Black/African American students experience disproportionately lower success and retention rates. These gaps have not improved under our current instructional model, which relies heavily on part-time faculty who often lack the discipline-specific graduate training required to teach Art History. It has also been increasingly difficult to recruit qualified adjunct faculty with MA/PhD degrees in Art History or related Humanities fields.

A full-time Art Historian would directly strengthen institutional equity goals by providing consistent leadership, ensuring culturally responsive and accurate curriculum, and addressing the achievement gaps concentrated in this discipline. This position is critical for student success, diversification of faculty, and the long-term health of our GE pathways. It would also expand mentorship, strengthen campus collaboration, and improve outcomes for historically marginalized student groups who are disproportionately represented in our GE Art History courses.

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)

Our current full-time faculty demographics are 100% male, with one faculty member identifying as White Non-Hispanic and one as Multiple Races. Our part-time faculty are 37% male and 63% female, with 62% identifying as White Non-Hispanic and 38% as Hispanic/Latino. These demographics indicate that our faculty does not yet reflect the diversity of the communities we serve. Our department remains committed to diversifying our faculty, and our full-time faculty have completed professional development related to EEO hiring and equitable recruitment practices in support of this goal.

To advance this work, we have revised several internal hiring structures to better support equity-minded evaluation. First, we encourage HR to expand where and how we advertise open positions, moving beyond general platforms such as Indeed and LinkedIn. In addition to using the AFT 1931 adjunct faculty database, we plan to extend postings into community-based networks, regional arts organizations, and established MA/PhD program pipelines to reach a broader and more representative applicant pool in Art History.

Second, to ensure that all applicants are evaluated equitably, we have strengthened our program hiring practices by using structured, equity-focused screening rubrics within our Workday applicant pool. This includes a DEI-centered first-round screening prior to reviewing CVs. Our internal interview rubrics for both studio and art history positions identify culturally responsive teaching, inclusive curriculum design, global-majority art traditions, accessibility, low-cost instructional materials, and experience supporting first-generation and disproportionately impacted student populations as “necessary” qualifications. Similar rubrics would apply to screening a full-time faculty candidate.

Recommended posting platforms and organizations for recruiting diverse, discipline-qualified Art History faculty include:

- CAA (College Art Association) Job List – the primary national site for Art History and Studio Art faculty positions
- H-Net (Humanities and Social Sciences Online) – widely used for academic hiring in Art History, Humanities, and related fields
- SDSU, UCSD, CSULB, CSULA, USC, and UCLA Art History MA/PhD programs – regional graduate pipelines with diverse emerging scholars.

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)

Our onboarding plan is designed to ensure that a new full-time Art Historian is supported academically, culturally, and professionally as they join our campus community. To provide strong disciplinary and equity-minded mentorship, we recommend a tenure-track team composed of: (1) one full-time Art faculty member, (2) one faculty member from a related discipline such as Humanities, History, or Ethnic Studies, and (3) the AHSS Dean. This structure will support subject-matter mastery, guidance in curriculum development, and continuous mentoring on equitable and culturally responsive teaching strategies.

Beyond the tenure evaluation process, we would strongly encourage participation in the AFT Mentorship Program, which pairs new faculty with experienced instructors who can support their transition into the college community and help them navigate institutional processes. We also view campus THRIVE events as essential opportunities for new faculty to build relationships, understand campus culture, and deepen their sense of belonging.

To further support equitable teaching and student success, we recommend enrollment in the Equity-Minded Teaching and Learning Institute (EMTLI) during the first-year tenure cycle, fall semester. This year-long cohort provides structured professional learning focused on culturally relevant pedagogy, the use of racially disaggregated data to identify equity gaps, and strategies for creating inclusive and trust-centered learning environments. Faculty learn to critically analyze how race and racism shape higher education and to integrate culturally responsive practices into curriculum, assessments, and classroom climate.

Collectively, these onboarding supports will promote equitable access, improve course success and persistence, and help eliminate equity gaps by strengthening the instructional quality and cultural responsiveness of our highest-enrolled GE and transfer courses. This approach also contributes to the broader institutional goal of recruiting, developing, and retaining diverse employees who reflect and serve our students and communities.

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)

An Art Historian would provide the subject-matter and discipline-specific expertise needed to revise and modernize our curriculum so that it better reflects the diversity of our students. Persistent equity gaps remain in Art History, which comprises 90% of our GE and Cal-GETC enrollment. The baseline success rate in Art History is 78%; however, outcomes vary significantly across student groups. Middle Eastern and North African students (38% of enrollment) average a 75% success rate; Hispanic and Latino students (30%) average 72%; and students identifying with multiple races (6%) average 73%. The most significant gap exists among African American and Black students, who represent 3% of enrollment and have a four-year success rate of 56.5%.

Retention rates average 87.5%, but African American and Black students have the lowest retention at 76%. These disparities demonstrate the need for targeted, discipline-informed support and culturally responsive instructional practices. A full-time Art Historian would lead this work by revising course content, integrating global-majority art traditions, expanding inclusive examples across time periods and cultures, and aligning curriculum with students' lived experiences.

This leadership is critical to closing equity gaps and improving learning outcomes for historically marginalized groups. In addition, a full-time Art Historian would help us adopt and develop no-cost or low-cost instructional materials, including an OER textbook for ART 100, our highest-enrolled course and the one with the largest equity gaps. They would also provide peer mentorship to part-time and studio faculty teaching Art History, ensuring that course content offers a broad and enriching introduction to visual studies, museum studies, religion and philosophy, humanities, and cultural anthropology.

Overall, this position will significantly improve equitable access, student achievement, and culturally responsive instruction while removing barriers for the diverse students we serve.

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)

Over the last two academic years, every waitlisted course in our program has been in Art History, particularly ART 100 (Art Appreciation). These persistent waitlists demonstrate growing student demand for GE and transfer-level Art History coursework. In response, we expanded our offerings to include multiple flexible modalities, full-term, half-term, and asynchronous sections. However, all current Art History courses remain in Distance Education formats. While this partially reflects student preference, it is also the result of an ongoing challenge: we cannot consistently find adjunct faculty who are both discipline-qualified (MA/PhD in Art History) and willing to teach in person.

Pedagogical and institutional data clearly show that students experience higher retention and success rates when they have access to in-person or hybrid courses. Our reliance on a 100% DE modality for Art History, our highest-enrolled discipline, creates barriers for students who benefit from or require face-to-face learning environments. Without a full-time Art Historian, we could continue to be unable to restore in-person, Hyflex, or hybrid Art History courses to the campus schedule.

Our current faculty ratio (17% FT to 83% PT) further limits our ability to meet demand or expand modalities. A new full-time Art Historian would allow the program to diversify instructional formats, reduce waitlists, rebalance online/in-person offerings, and provide equitable access to students who are disproportionately impacted in online-only environments.

Additionally, peer institutions are responding to similar demand. Grossmont College recently reinstated in-person, Hyflex, and hybrid Art History modalities and has seen enrollments stabilize as a result. Full-time faculty negotiated teaching load ratios to ensure that on-campus instruction remains consistent. We are unable to do the same without discipline-qualified full-time faculty leadership.

Without this position, students face limited access to high-demand GE courses, reduced modality choice, increased waitlists, and continued equity gaps in success and retention. A full-time Art Historian is essential to reversing these impacts and aligning program capacity with demonstrated student need.

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)

The Art Program first initiated a request for a full-time Art Historian in 2017. At that time, the program had a similarly strong WSCH/FTEF profile and comparable load cushion. The rationale then, as now, centered on the discipline-specific nature of Art History, the need for qualified faculty with MA/PhD training, and the ongoing difficulty in hiring part-time instructors who meet minimum qualifications. Historically, several part-time Studio Art faculty were assigned to teach Art History under emergency "other" equivalency, granting them POA but not the discipline expertise required under the Minimum Qualifications Handbook. As of this year, approximately 60% of adjuncts teaching Art History still lack qualifying degrees, but retain a POA load that grants them Art History assignments in addition to assignments in Studio Art.

After the retirement of all full-time faculty in December 2020, the program's immediate priority became stabilizing leadership. Since then, we have rebuilt our Studio Arts area with two full-time faculty leads. However, Art History (our largest-enrolled discipline) continues to operate without a full-time, discipline-qualified faculty member. While we have hired some qualified adjuncts since 2023, most teach remotely from outside San Diego County (Orange, Los Angeles, and Imperial Counties), limiting their ability to provide on-campus support or teach in person. This leaves a critical gap in program representation, curriculum leadership, and equitable instruction.

This hire directly supports Program Review Goal 1: Reduce equity gaps in Art History courses. A full-time Art Historian would lead revisions to our GE curriculum, adopt and develop low-cost or OER instructional materials, including OER textbooks, and ensure culturally responsive and inclusive pedagogy. They would also mentor part-time and studio faculty assigned to Art History, strengthening instructional quality and alignment with student needs.

Most importantly, this position supports historically marginalized students by addressing long-standing equity gaps, improving access to in-person modalities, and ensuring that course content reflects global-majority traditions, diverse cultural perspectives, and inclusive academic practices.

Q11

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

This is a new position. The Art Program first requested a full-time Art Historian (2017-2018) due to the discipline-specific nature of Art History and the difficulty of hiring qualified adjuncts with MA/PhD degrees. That need has since intensified: approximately 60% of adjuncts teaching Art History still lack minimum qualifications and hold POA from emergency assignments. Following the retirement of all full-time faculty in 2020, we rebuilt Studio Arts leadership, but Art History, our largest-enrolled discipline, remains without a full-time, discipline-qualified faculty member, creating a critical gap in program leadership, curriculum oversight, and equitable instruction.

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)

This request directly supports several of the College's strategic priorities by addressing long-standing structural barriers in our highest-enrolled GE discipline, Art History, and by strengthening equitable access, success, persistence, and completion for our students.

Increase Equitable Access (Enrollment):

Art History courses have the largest waitlists in the program, yet all are currently offered only online because we cannot find enough qualified part-time faculty to teach in person. A full-time Art Historian would allow us to restore on-campus, hybrid, and HyFlex sections, expanding access to the students who need these modalities the most.

Eliminate Equity Gaps in Course Success:

Art History holds our largest and most persistent equity gaps, especially for Hispanic/Latino and African American/Black students. A discipline-qualified faculty member is essential to revising our curriculum to reflect diverse cultural backgrounds, aligning with the College's goal to "develop and expand curriculum that reflects diverse backgrounds and perspectives."

Increase Persistence:

Students are more likely to persist when they feel supported by consistent, high-quality instruction and culturally responsive pedagogy. A full-time Art Historian would provide continuity across sections, strengthen DE course design, and build a cohesive learning experience within our Academic and Career Pathway.

Increase Completion:

Art History courses are foundational to transfer (Cal-GETC Area 3A) and are often the first art classes, and, in some cases, the only art classes students will ever take. Improving success in these gateway courses will directly increase degree/certificate completion and transfer rates.

Increase Hiring and Retention of Diverse Employees:

This position supports the College's commitment to hiring diverse faculty who reflect our students and communities. A full-time Art Historian will help us move toward compliance with GCCCD Resolution 20-015 by expanding recruitment into discipline-specific networks and professional organizations that serve underrepresented scholars.

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 Chair of the Department

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.

19theditionminimumqualifications18a11y.pdf (4.8MB)
