

#5

COMPLETE

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, November 28, 2025 10:32:22 AM  
**Last Modified:** Friday, November 28, 2025 10:56:18 AM  
**Time Spent:** 00:23:55

---

Page 1: Full-Time Faculty Position Form

**Q1**

Please enter the following:

Department **Graphic Design**

Position Title **Professor**

---

**Q2** **No**

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** **Yes**

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 Graphic Design faculty position is essential to sustaining a high-demand, multi-disciplinary program that directly supports the College's mission in workforce development, transfer preparation, and equitable student success. The program encompasses graphic design, web graphics, digital media, and photography. All are areas that evolve rapidly and require continuous curricular updates, intensive project-based instruction, and strong Regular and Substantive Interaction (RSI). A new faculty member will address growing enrollment, prevent course bottlenecks, and ensure timely completion for students in both degree and certificate pathways.

This position also advances the College's equity goals by increasing faculty presence, offering more consistent mentorship to disproportionately impacted students, and expanding access to high-touch, portfolio-driven courses critical for employment and transfer. At the district and regional level, the position strengthens alignment with labor-market demand in design, UX/UI, digital media, and creative technologies. It also expands employer partnerships, internships, and advisory committee engagement that will directly improve employment outcomes. Hiring this position ensures GCCCD remains a competitive leader in creative industry education, supports strong Guided Pathways momentum, and provides the stability needed to meet workforce needs across the region.

---

## 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 program's current faculty demographics do not yet reflect the full racial and gender diversity of the communities we serve, and we recognize our responsibility, aligned with GCCCD Board Resolution 20-015, to actively dismantle systemic barriers and advance equity in hiring. To ensure an inclusive and representative applicant pool, we will implement targeted outreach through professional associations that promote diversity in design education, including AIGA's Diversity & Inclusion initiatives, UCDA's BIPOC design educator networks, and organizations supporting women, LGBTQ+, and underrepresented designers.

We will also collaborate with HR to apply equity-minded hiring practices, revise job descriptions for inclusive language, and expand our recruitment reach to HBCUs, HSIs, Tribal Colleges, and community networks serving historically marginalized groups. These steps directly support the district's commitment to anti-racism, social justice, and equitable access, ensuring that future hires strengthen our ability to serve students with culturally responsive teaching and diverse professional perspectives.

---

**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)

The program's onboarding process for new hires is designed to ensure a smooth and inclusive integration into both the department and the broader college community. New faculty will be introduced to departmental workflows, course curricula, and program expectations through a structured orientation, including mentorship from experienced faculty members, guidance on portfolio-based and project-driven instruction, and participation in regular department meetings and critique sessions. The program will also connect new hires with college-wide initiatives and professional development resources such as AFT mentorship, THRIVE, Tenure Review support, EMTLI, and Communities of Practice, which provide additional guidance, peer support, and opportunities to engage with best practices in equity-minded teaching, culturally responsive pedagogy, and student-centered learning. Collaboration with instructional support staff, IT, and library services will further help new faculty navigate tools, software, and distance-education platforms, ensuring they are fully prepared to deliver high-quality instruction. By leveraging these structured supports and resources, the program seeks to foster a welcoming, inclusive, and collegial environment in which new faculty can thrive professionally while contributing to student success and the department's mission.

---

**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)

A full-time Graphic Design faculty position will enhance student learning and achievement by increasing course availability, reducing bottlenecks, and providing consistent mentorship, portfolio guidance, and project-based instruction. This additional faculty capacity will allow the program to implement equity-focused practices, including culturally responsive teaching, proactive support for disproportionately impacted students, and strengthened engagement in hybrid and distance-education courses. By combining increased instructional support with intentional equity strategies such as monitoring success data, targeted interventions, and collaboration with student support programs. This position will help close access and outcome gaps and ensure all students have the opportunity to succeed in the program.

---

**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)

Student demand for the Graphic Design, Digital Photography, and Web Graphics programs has increased, with high-demand courses consistently reaching capacity and multiple sections placing students on waitlists. Without a full-time faculty member, students experience delayed progress toward degrees and certificates, limited access to portfolio guidance and project-based instruction, and reduced one-on-one mentorship, particularly in hybrid and online courses where Regular and Substantive Interaction (RSI) is essential. Adding this position would alleviate course bottlenecks, expand access to high-demand classes, and ensure students receive the individualized support necessary to complete programs efficiently and develop the technical and professional skills required for employment and transfer success.

---

**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 faculty position supports Program Review goals related to increasing student learning, expanding course access, reducing time-to-completion, and strengthening career readiness. By providing additional instructional capacity, the position will alleviate course bottlenecks, enhance mentorship, and expand portfolio- and project-based learning opportunities. It will also support historically marginalized students through equity-focused practices, including culturally responsive teaching, proactive mentoring, and strengthened engagement in hybrid and online courses, helping to close gaps in access and outcomes while ensuring all students can successfully complete programs and enter the workforce or transfer pathways.

---

**Q11**

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

This position is a replacement for a previously held full-time Graphic Design faculty role that became vacant. Maintaining this position is critical to ensure program continuity, preserve course offerings, and sustain the quality of instruction across graphic design, web graphics, and digital photography. Without filling this role, the program faces reduced instructional capacity, increased waitlists in high-demand courses, and limited ability to provide individualized mentorship, portfolio guidance, and project-based learning. Key components of both student success and workforce preparation. Replacing this faculty member will allow the department to continue meeting Program Review goals, maintain timely degree and certificate completion, and uphold equity-focused support for historically marginalized students.

---

**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 faculty position supports multiple College strategic priorities, including student success and equity, workforce and career readiness, Guided Pathways completion, and inclusive excellence. By increasing instructional capacity, the position will reduce course bottlenecks, expand access to high-demand courses, provide portfolio-based mentorship, and strengthen culturally responsive teaching, particularly for historically marginalized students. The role also enhances community and industry partnerships, aligning with the College's mission, vision, and values by ensuring students are prepared for both transfer and workforce opportunities while fostering equity, inclusion, and student-centered learning.

---

**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**

---

**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.

**Respondent skipped this question**