

De Anza Faculty Request Form

Division

Creative Arts

Department/Program

Music

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	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If 'Both', indicate the ratio of instruction to non-instruction	*Area Ranking
FT instructor	both	5 retirements in 8 years. 3 of them were June 2023. I am only FT faculty in department	Instructional		

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, please provide information for each of the following areas:

A. Instructional Faculty

Faculty Position Request Data Sheet



Fill Rates
Creative Arts - Music-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments	1,704	1,535	1,222	970	1,071
Sections	124	111	86	71	74
Fill Rate	82%	81%	82%	68%	83%

Success and Equity
Creative Arts - Music-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Success Rate	73%	77%	75%	77%	82%
Withdraw Rate	14%	12%	14%	13%	10%
Equity Gaps	-16%	-21%	-18%	-18%	-15%

Faculty Load Ratios
Creative Arts - Music-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Full Time	53%	49%	40%	59%	33%
Part Time	46%	49%	58%	41%	67%
Overload	1%	1%	2%	0%	0%

Awards
Creative Arts - Music-DA

	2018-19	2019-20	2020-21	2021-22	2022-23
Certificates	0	0	0	0	0
Associate Degrees	9	2	2	1	3
Associate Degree for Transfer	0	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?

Since the end of the COVID-19 Pandemic the Music Department enrollment has increased and both our fill-rate and productivity are very high. Our full-time faculty has been reduced to one (1) from six (6) over the past eight years. Therefore, over the past year part-time faculty assignments increased from 41% to 67%. Each quarter we survey music students to determine areas of interest, which affects courses rotation offerings. Each year approximately 30 students enter the major, but only 3 complete the AA degree. An additional full-time faculty member would provide guidance to students, which would increase the music major completion rate. The average music

department fill rate over the past 5 years was flat at 83%. An additional full-time faculty member would be invested in the students and positively contribute to student recruitment, retention, success rates, and curriculum development.

2. Other information, if any?

We absolutely need a full-time faculty member to 1) work with the majors in the Comprehensive Musicianship sequence and 2) direct the instrumental music groups. This faculty member would be responsible for growth and student retention, as well as assist with departmental goals, such as curriculum improvements, festivals and other music events.

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).

N/A

2. How does the program use these data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

N/A

3. How does the position support on-going college operations and/or student success?

N/A

C. Instructional and Non Instructional Faculty Justifications

1. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

The music department attracts a racially diverse student population, however an additional full-time faculty member is needed to mentor music students in theory and instrumental music in order to increase both the number of degrees awarded and the racial diversity of those awardees.

2. How does this request align with the goals in the Educational Master Plan?

An additional full-time music faculty member would increase the number of community performances and increase the department's capacity to identify and support students with different musicianship levels.

3. How does this request align with the College's Equity Plan Re-Imagined?

By mentoring music students in theory and instrumental music, the music major completion rate would increase and become more racially diverse.

4. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position? Provide documentation.

Not currently, but student success targets should be included in any job description

5. Explain how the work will be accomplished if the position is not filled.

Currently, we have no ability to recruit and guide music majors. Also, there is no recruiting for the instrumental music ensembles. Sometimes, part time faculty are willing to give their time towards these efforts but we have so many programs with so many students that needs are unmet.

6. Other information, if any.

N/A

This form is completed and ready for acceptance.

