

Full-Time Faculty Position Request Form 2017 - 2018

This form is used by departments and programs to request new or unfilled faculty positions relying on Program Review and/or other justifications. Submit one form for each position requested. For multiple positions, indicate priority of request (e.g., Subject Position 1, Subject Position 2, etc.). Forms are due to Division Deans by September 16, 2016.

Position Requested:

Contact Person:

Discipline/Division: Starting Term: Fall Spring

This form requires the use Enrollment Management Tool data, which can be found at the following link: <http://www.laspositascollege.edu/researchandplanning/FacultyPrioritization.php> (If you have any questions about the data, please contact Rajinder Samra 925-424-1027 or rsamra@laspositascollege.edu) or your Dean. The data will be verified by the Dean. Do not attach data spreadsheets.

Check if position is a: Replacement or New

If replacement: What is the position code? (see Dean)
 Name of the person being replaced:
 Length of time position(s) unfilled:

CRITERIA

1. Number of Full-Time Faculty currently in Discipline:
 If requesting more than one position, add 1 to this number for each subsequent position requested.
2. Percentage of FTEF taught by full-time faculty as load for the past six semesters, and projected for one year assuming a successful hire. (Use data from link above. If requesting more than one position, see Rajinder Samra to determine the projected numbers.)

Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	<u>Projected</u>	Fall 2017	Spring 2018
25.6	25.2	27.0	27.9	62.6	58.8	85.4	84.5	

3. a. For Instructional Faculty: WSCH per FTEF for the past six semesters (use data from link above):

Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
506.8	427.4	486.6	482.4	502.7	585.7

Full-Time Faculty Request Form 2016-17: FHPC Revisions May 3, 2012, Sept. 18, 2012, April 30, 2013, December 4, 2015; Presented to Academic Senate-January 27, 2016

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b. For non-instructional faculty (librarians and counselors): Student/Faculty ratio for the past six semesters, and projected for one year assuming a successful hire. Divide headcount by number of full-time faculty. For example: 8000 students divided by 3 full-time faculty. 1:2666

(If requesting more than one position, see Rajinder Samra to determine the projected numbers).

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	<u>Projected</u> Fall 2017	Spring 2018
		1:2980	1:2900	1:3003	1:2919	1:3161	1:3006

4. Program Characteristics:

- a. List the courses taught and/or work performed in the discipline.
(Be brief and specific. Use your Program Review to complete this section.)

Performing Courses: MUS 12, 14, 15, 16, 17A/B,
 Music Theory Courses: MUS 6, 8A/B
 Applied: MUS 38
 Literature Courses: MUS 1, 3, 4, 5, 13
 Music Business/Industry/Tech: MUS 35, 37

Work performed in the discipline: Act as coordinator and advisor for Instrumental Music Program; arrange local and regional tours (recruiting); participation in music festivals and competitions; lead/direct ensembles at multiple performances for various campus concerts/events (Graduation, Best of the Best...); assist in developing new curriculum; budgeting; fundraising; recruitment (again) by fostering a positive relationship with feeder schools within Alameda County as well as districts contiguous to LPC and transfer institutions; performing and conducting both traditional, contemporary styles of classical and jazz ensembles; teaching late afternoons, evenings and weekends; working with musical theater classes and performances; coaching/working with students of various levels, ages

- b. Total number of primary sections as identified in data taught in the discipline in each of the last six semesters (use data from link above):

Fall 2013	Spring 2014	Fall 2015	Spring 2015	Fall 2014	Spring 2016
23	24	25	21	24	25

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c. Student enrollments in the classes taught or number of students served in each of the last six semesters (use data from link above):

Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
780	784	809	791	831	839

d. List special characteristics of the discipline such as: (Be brief and specific. Use your Program Review to complete this section.)

- Mandated class size limits due to state, contract, and accreditation standards.
- Facilities
- Number of courses out of the total number of courses in the discipline that meet General Education Requirements
- Number of courses out of the total number of courses offered that are required as part of an AA/AS degree, certificate or transfer
- Discipline provides basic skills courses
- Discipline provides mandated and specialized services to students
- Other

In the Mertes Center for the Arts we have one dedicated instrumental music rehearsal room that has its own instrument storage room to store college instruments. This room is just now being acoustically treated and has the potential to be an outstanding rehearsal room. In the past six years, the music department has hosted music festivals, competitions, master classes and clinics. We are able to do this because of our wonderful facilities. Building 4000 has nine dedicated practice rooms to support student learning and success. All of the practice rooms now hold either upright pianos (nearing becoming an All Steinway School designation!) or Yamaha Clavinovas (electric Keyboards). There is also a dedicated piano lab and theory lab, both rooms with music software necessary for student compositions and arranging.

All of our courses meet General Education requirements and the discipline provides basic skills through Music Courses 1, 4, 5, 6, 8A, 20, 21A, 23A .

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5. Describe how courses and/or services in this discipline impact other disciplines and programs. (Be brief and specific. Use your Program Review to complete this section.)

Music classes especially the instrument performing classes directly impact many courses in the Theater department. The pit orchestra for the musicals is filled with student musicians. Historically the Theater and Music departments have a great relationship 'sharing' students especially for the musicals.

LPC instrumental music students have also had a positive impact on Dance productions and Dance courses through live performances with student dancers as well as discussions on how to pick music for dance productions.

The music courses offered each semester are open to all students, those working towards a major or minor in music (transfer), those taking general education courses and members of the community who look to LPC for artistic and cultural enrichment. Students across the performing arts discipline (music, theater, dance, speech) take music classes to further their skills enabling them to become well-rounded performers. Many students in general sign up for music classes as an elective, one that allows them a creative outlet. Again, all of our courses meet General Education requirements.

The performing classes are often asked upon to perform at college events as mentioned prior such as at Graduation ceremonies, LPC Foundation events, open houses, Presidents receptions, new building/facilities dedications, sporting events... With a second Instrumental music faculty, the variety and availability of student performances easily doubles.

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6. If this is the first full-time position in the discipline, discuss: (Be brief and specific. Use your Program Review to complete this section.)

- b. Justification for the position.
- c. Projected start-up costs for equipment, facilities, and support staff for the first three years.
- d. Projected enrollment growth for the next three years, starting with the first semester of the projected faculty hire.

7. What are the impacts on students, the discipline and the college of NOT filling this faculty position? What are the programs/courses/services that have not been or cannot be offered due to the vacancy? (Be brief and specific. Use your Program Review to complete this section.)

Not filling this position would be an injustice to students who enroll and expect a well-rounded college-level learning/performing experience. Right now the instrumental music instructor directs the Jazz Ensemble, Jazz Workshop and Orchestra - two totally different genres in music! MUS 12 - Wind Ensemble hasnt been offered in the past 3 years due to low enrollment. Historically the Wind Ensemble is the flagship for colleges and universities playing band repertoire including the ever popular marches and pep band music. We have had very fine part time instructors direct MUS 12, but they are not able to offer the fulltime commitment it takes to recruit and direct a performing group. They hold one office hour per week and are often gone the minute class is over, driving to their next gig(s). This result has become obvious in less contact and interaction with students, less consistent standards of instruction, a continuing heavy performance workload for the existing instrumental instructor, and most importantly, nonexistence recruiting for the band and program. Without another full time instrumental music instructor we cannot offer MUS 12 - a course in the Music AA-T degree.

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8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

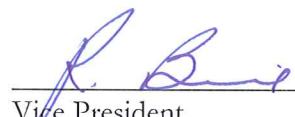
After many years of having two vacant music positions, we have finally hired back two full time music instructors in 2015. We are once again growing by leaps and bounds! The music department is humming, nearly doubled with majors and is now offering 4 new courses (two performance courses) and 4 more courses to be available by 2017. The 2-level Piano Pedagogy Certificates are once again being offered and two new certificates (Music Business and Music Technology) will be finalized by 2017.

By filling this position we as a college and District would be following the LPC Mission Statement: LPC is an inclusive, learning-centered institution providing educational opportunities that meet the academic, intellectual, career-technical, creative, and personal development goals of its diverse students. Students develop the knowledge, skills, values and abilities to become engaged and contributing members of their community.

Signatures:


Requestor

 9/22/16
Dean

 9/22/16
Vice President