

Classified and Administrative Position Request Checklist

This checklist is your cover page to your request (pages 3-9)

NOTE: Non-Instructional Position Requests are required for Classified and Administrative positions only
Incomplete forms will be returned.

| ✓ | Action Item | Action Required |
|---|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Review Purpose | <p>Submission of the following request to the Resource Allocation Committee (RAC) is required for the following:</p> <ol style="list-style-type: none"> 1. Requesting a new position; 2. Requesting increased hours for an existing position; 3. Informing the committee of the intent to hire a temporary grant-funded position. <p>Non-Instruction position requests are not required for:</p> <ol style="list-style-type: none"> 1. Temporary positions supported by general funds; 2. Positions currently funded, but vacant for less than 24 months; 3. Approved positions, but with a failed search. Approval is extended for 12 months only. |
| | Section 6: Costs | <p>Costs associated with this position request must be calculated by College Administrative Services Technician, Sharon Davidson before submitting to your Division Dean.</p> <ul style="list-style-type: none"> • Calculation requests must be made no later than November 6 to meet November 13 deadline for Division Dean submittal • Send requests via email to Sui Song |
| | Division Dean Signature | The Division Dean will review the Classified & Administrative Position request form for completion and confirm job description is attached. |
| | Vice President Signature | The Vice President will review the Classified & Administrative Position request form for completion, and required signatures. |
| | College Administrative Services Technician | The College Administrative Services Technician will verify the Classified & Administrative Position request form Section 6: Costs, and forward for scanning. |

CLASSIFIED & ADMINISTRATIVE POSITION REQUEST

2024-2025

Internal Use

#: 2025-

Requester Name: Andreas Preponis

Division Name: A&H

SUMMARY INFORMATION

Title of Position Being Requested: (Note: Please also attach a current or proposed district [job description](#))

Full-Time Collaborative Pianist (Accompanist)

Position Will Reside in Division/Unit:

A&H/Music

Indicate To Whom this Would Report:

Dan Marschak, Cindy Browne Rosefield, Andreas Preponis, Amy Mattern

Indicate if this position or a similar position has been presented to RAC previously and in what years:

The music department had this position for several years until it was cut 2009 during drastic budget cuts. The position was presented in 2016 and in 2017. The Music and Theater Department currently share a part-time accompanist position which does not meet the departments' needs.

The position is:

New

Number of Hours per Week: 40

Number of Months per Year: 12

Increase for an existing funded position

From: 9 10 11 Months

To: 10 11 12 Months

OR From: _____ % to _____ %

Name of Person Currently Holding Position: _____

New Categorically funded position (information only; position not ranked)

Number of Hours per Week: _____

Number of Months per Year: _____

SECTION 1: PROGRAM NEED

What key responsibilities would this person assume?

Under general supervision, provide collaborative piano services for choral groups, instrumental chamber ensembles, recitals, concerts, musicals, instructional classes, rehearsals, individual lab time coaching students, and other special events. Collaborative Pianists/Accompanists provide a highly specialized and nuanced skillset that cannot be replicated and/or performed alone by the instructor of record, making their contributions absolutely necessary to the current and future success of both the music and theater education programs.

Specific key responsibilities may include:

- Play accompaniment at sight for designated classes, choirs, vocal jazz ensembles, jazz and commercial combos, orchestra, applied music students, rehearsals, and other performances (on- and off-campus) in a variety of styles.
- Coach students individually or in small groups outside of class vocal and/or instrumental skills; recommends modifications to vocal harmonies and encourages student involvement and participation.
- Coach students in proper diction for songs in foreign languages.
- Assists students or instructors in planning, reviewing, and selecting music suitable to various occasions.
- Perform clerical duties such as scheduling piano tuning and repair; preparing performance programs or flyers; ordering, receiving, classifying, cataloging, filing and maintaining a library of music, scores, and audio recordings.
- Provide piano and keyboard accompaniment for musical theater productions.
- Accompany students and ensembles in performances.
- Travel to music festivals with performing ensembles.
- Answer inquiries from staff, students, and community members regarding musical performances.
- Performs related duties as assigned.

List other Personnel in the Unit (i.e. with shared or similar responsibilities):

Currently, the theater and music department share a part-time accompanist who supports musical theater classes, voice classes, and Chamber Choir. However, his limited hours of availability don't provide enough opportunity for all voice class students and applied music students to meet for rehearsal and coaching sessions on a regular basis. Further, the music department has seen a significant increase in jazz and contemporary music students which are music genres our current accompanist is not proficient in. The department is in need of someone who can play jazz and popular styles and is willing to travel with performing ensembles.

SECTION 1: PROGRAM NEED (contd)

Give a historical perspective of the changing demands on your unit's staff over the past 3-5 years (refer to your program review relating to human resources.) You may use narrative or relevant data.

Since the addition of our Commercial Music Certificates within the last 5 years, our music student population has tripled. Further, our Applied Music program has more students than ever, nearly 50 students about a third of which are vocalists who, along with some of the instrumental students, require continuous support by a collaborative pianist to provide piano accompaniment for juries, recitals, Forum performances and rehearsals in preparation thereof.

Since the hiring of a full-time choral and vocal instructor, the size of the Chamber Choir (MUS 45, 5 hrs/wk) has tripled as well. The choir is getting better and is expected to be travelling to festivals and choral exchanges with other colleges starting next semester. Our part-time accompanist is, however, unable to travel with the choir, so that hiring a short-term accompanist to go on choir trips will become necessary.

The vocal jazz ensemble (MUS 46, 5 hrs/wk) is currently without an accompanist because jazz music and improvisation is not within the current part-time accompanist's expertise. Accompaniment is provided by the instructor which diverts a significant amount of his focus from teaching. An accompanist proficient in jazz piano would free up the instructor to give the students his full attention. The ensemble also travels to several festivals each year and goes on outreach trips within our district.

And/or provide additional information supporting a need for this position and resulting impact on students or program:

The Elementary and Intermediate Voice Classes (MUS 23A/B) have a combined 20 students who all need to perform solo selections throughout the semester. Each students should ideally receive 15 minutes of accompanist rehearsal time weekly in preparation of their in-class performances. Currently, this student need is not met due to the limited availability of our part-time pianist. A total of 5 hours weekly (the equivalent of 6 academic hours) is needed for these courses, not including the class time of 3 hours per week.

Currently, all applied classical vocal students in need of accompaniment are reaching out to our current accompanist for their performance needs. All jazz voice students either receive piano accompaniment by one of the fulltime faculty which is not always easy because of the instructors' limited availability for rehearsals. At juries, the instructors are part of the jury and can therefore not play for the students, so the students are required to sing to pre-recorded accompaniments which significantly reduces the experience of live music and realtime collaboration. If only 20 applied students were to receive 15 minutes of piano rehearsal time a week, it would amount to 5 hours (6 academic hours).

Besides the need for accompaniment for choirs and Applied Music, a collaborative pianist could significantly improve student learning by tutoring/coaching piano class and theory students, recording practice tracks for choirs and vocalists, support jazz combos, jazz band and the orchestra at the piano when needed. A full-time collaborator would also very helpful in clerical tasks like the maintance and organization of the music library, instrument purchase and upkeep, piano lab maintance and more.

Last but not least, the ongoing need for piano accompaniments in the theater department of approximately 12 hours per week, is another area of support for a full-time collaborative pianist.

SECTION 2: STUDENT LEARNING AND SUCCESS

Explain how this position will contribute to and/or support student learning and success:

Looking at other schools that employ at least one full-time piano collaborator, this position is a central one to the department. Because of their involvement in a variety of performing ensembles and classes, accompanists have a good overview of departmental procedures and events. Most students interact with the accompanist several times a week, hence this person knows most students and can identify their needs and support them in their education.

Accompanists function as additional mentors to the students and give them individual attention when an instructor cannot due to the size of a class.

Accompanists support the students in their learning process and help prepare them for their recitals and juries.

Accompanists provide support for faculty, freeing them up to focus on teaching, hence improving the students learning experience.

Explain how this position will have a positive impact on Accreditation or strengthen the college's adherence to the ACCJC standards:

Improved SLOs: A dedicated Collaborative Pianist (CP) enhances the quality of instruction and performance in music programs that rely on live accompaniment.

Equitable Access to Resources: All students, regardless of socioeconomic status, have access to professional support for recitals, juries, and ensemble work.

Comprehensive Educational Support: A CP bolsters the quality of services available to students and contributes to the success of the division, maintaining high standards of instruction and outcomes.

Programmatic Accreditation: A full-time accompanist fulfills the requirement for the National Association of Music Schools (NASM) accreditation, should our department decide to pursue it.

Institutional Effectiveness: A full-time CP supports faculty enabling them to focus on pedagogy which improves the student experience.

Institutional Resources: A full-time CP ensures stability, avoiding disruptions caused by part-time or temporary staffing. It demonstrates proper planning and resource allocation. The college shows physical and fiscal responsibility by its commitment to support the arts, campus culture and student engagement.

Community Collaboration and Enrichment.

SECTION 3: LPC MISSION AND PLANNING PRIORITIES

LPC MISSION STATEMENT:

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting life-long learning.

LPC PLANNING PRIORITIES:

- Implement the integration of all ACCJC standards throughout campus structure and processes.
- Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus

Indicate how this position supports the College's mission and/or planning priorities:

A full-time piano accompanist position supports Las Positas College's mission and planning priorities in the following ways:

Inclusive Environment: The accompanist fosters a diverse and inclusive atmosphere, enhancing accessibility for all students in the music program.

Equity-Focused Support: By providing tailored accompaniment, the position addresses individual student needs, promoting equity in musical education.

Career Preparation: The accompanist enhances performance opportunities, aiding students in achieving their transfer and career-technical goals.

Increased Student Success: Regular support for rehearsals and performances can improve student engagement and success, aligning with the goal of increasing completion rates.

Professional Development: The accompanist facilitates collaboration and professional growth for faculty and students, supporting focused development initiatives.

Assessment and Accountability: The role provides valuable data for evaluating music program outcomes, contributing to continuous improvement and ACCJC standards.

Lifelong Learning: By enriching musical education, the accompanist encourages creativity and fosters a culture of lifelong learning.

SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS

Please check one.

This need was described explicitly in a Program Review (Year 2014-2024).

This need was implied in a Program Review (Year _____).

This need was not included in a Program Review, but has become a need since that time.

Explain, including language from Program Review (if available):

PR 2024/25: We have found that having our collaborative pianist as part-time is insufficient, as he works with not only music classes, but also theater, and there is much more he could be doing were the position full-time. It would be ideal to have an accompanist who is more stylistically apt, and can play styles such as jazz, pop, funk, etc. for ensembles such as Vocal Jazz, Jazz Combos, and Applied Lessons — which entail juries, forums, and recitals. We are a very strong jazz department, and this is a missing component for our students to have the proper support in their studies and performances. SLOs for these courses and others including in the Theater area, will be much easier to achieve with a full-time collaborative pianist position, so we will be applying for this position this year.

PR 2023/24: We are grateful to have a part-time collaborative pianist (accompanist) who is shared between Music and Theater but they should be full-time so that they may offer more support for music and theater faculty.

PR 2019/20: After nearly 17 years out of compliance, the performing arts successfully added a staff Collaborative Pianist in Jeremiah Trujillo to being Fall 2019. Jeremiah's addition is the beginning of successfully filling this staff need, as his position is a large department need that has some significant flaws in the job details currently. Our data shows that performing arts has a need of 25 hours per week for a staff pianist — Jeremiah's position provides 15. Additionally, Jeremiah's pay rate is extremely substandard for the field, which made the job search and hiring very difficult. Jeremiah was the only person to complete all interviews and made it clear he was able to take the job for one year because "money wasn't an issue." We got lucky, frankly. But the hiring is a step in the right direction As mentioned in Section 1D, the hiring of the Collaborative Pianist position only partially filled the need in the Performing Arts disciplines. There are still significant remaining obstacles in making this a more permanent position that fulfills piano needs for many classes in Music, Theater, and Dance.

PR 2018/19: The lack of a Staff Collaborative Pianist/Accompanist within the department is leaving a massive need unfulfilled and represents daily obstacles. Collaborative piano is both a necessity and an industry standard for all vocal performances, ranging from soloists to large ensembles. The classes requiring the work of an accompanist have SLOs written with their presence intended, making the achievement of these outcomes extremely difficult if the position is not fulfilled. Students are directly affected by not having a long-term pianist in the program, as the availability of a temporary employee is extremely limited and potentially short. This position represents a continued effort to meet the college's goals of fulfilling ACCJC standards. Music students require the services of a Collaborative Pianist to: successfully earn their degrees, successfully transfer, learn to communicate and work directly with a professional musician, build their musical skillsets in a provided supportive environment, reinforce fundamental skills pertaining to their discipline, and to ultimately be trained and ready for job opportunities in their field as a successful representative of Las Positas College.

SECTION 5: SAFETY and/or ORGANIZATIONAL EFFECTIVENESS

Explain how this position will improve safety and/or organizational effectiveness on campus or within your unit:

- Reliable scheduling and consistency of available piano accompaniment to vocal and instrumental students.
- Having a dedicated accompanist reduces the burden on faculty to oversee student readiness for recitals and juries, allowing both faculty and students to focus on their primary educational and artistic goals.
- The music program can continue to grow unhindered.
- A full-time accompanist would alleviate the strain on faculty to perform additional accompanist duties.
- Improvement of departmental morale, collaboration, organizational cohesion and effectiveness.

By ensuring continuity, reliability, and a professionally supported environment, a full-time piano accompanist position directly contributes to a safer and more effective music department and campus.

SECTION 6: COSTS*

| | | |
|-----------------------------------------------------------|----------|-----------|
| Estimated Increase or Proposed Annual Salary Cost: | \$ _____ | \$69,701 |
| Estimated Benefits Cost: | \$ _____ | \$90,828 |
| Total Cost for Position: | \$ _____ | 0.00 |
| | | \$160,529 |

NOTE: Full Time = 20-40 hours per week or 50% - 100%
Regular Hourly = 18 hours or less per week (<50%)

For accurate costs, contact the College Administrative Services Technician in the LPC Office of Administrative Services email to Ssong@laspositascollege.edu

SECTION 7: SIGNATURES

Requester



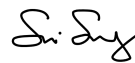
Date - 11/15/24

Division Dean



Date - 11/21/24

Administrative Services Technician



Date - 11/19/24

Vice President



Date - 11/22/24