

2023-2024 SRJC Faculty Staffing Process
Data Form

DUE WITH NARRATIVE FORM & CLUSTER RANKING – OCTOBER 13, 2023 by 5 PM

Email all documents to Victor Tam (vtam@santarosa.edu) and

Nancy Persons (npersons@santarosa.edu)

Submitter Information

Name of Cluster Dean: Kerry Loewen
Name of Department Chair: Jody Benecke
Name of Program Coordinator (if different):
Cluster: Arts & Humanities

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS
Department: Music Department
Discipline: Choral & Vocal Music
Instructional type (Check all that apply): <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-Credit <input type="checkbox"/> Allied <input type="checkbox"/> CE
Site(s) of requested position: <input checked="" type="checkbox"/> SR <input type="checkbox"/> PET <input type="checkbox"/> PSTC <input type="checkbox"/> Roseland <input type="checkbox"/> Shone
Is this request included in PRPP? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <ul style="list-style-type: none">If no, please provide an explanation:
Is this a growth position (increase in current FT FTE)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does target program currently have contract faculty? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Has the department identified external budgetary resources (grants, categorical state funding, etc.) to fund or partially fund this position? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <ul style="list-style-type: none">If yes, please explain.
The new faculty position would teach courses in the following (check all that apply): <ul style="list-style-type: none"><input checked="" type="checkbox"/> in department's degree program<input checked="" type="checkbox"/> in department's certificate program<input checked="" type="checkbox"/> GE program<input type="checkbox"/> in prerequisites for core courses in programs in or outside of discipline<ul style="list-style-type: none">Identify:
Would this position provide expertise that current discipline faculty do not possess? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <ul style="list-style-type: none">If yes, identify expertise and service or course need: Expertise required in choral ensemble pedagogy and experience in building, directing and maintaining collegiate-level choral ensembles. Additionally, expertise is also required in vocal solo training at the collegiate level in a classroom setting for non-majors AND expertise in collegiate level vocal solo pedagogy sufficient to train students who are earning the AA in Music Vocal

emphasis and/or transferring to a 4-year program in Music. In a 4-year university (conservatory) program, a vocal instructor would either have expertise in choral pedagogy or in vocal solo pedagogy, but generally not both. The SRJC Music Department requires expertise in both choral and solo vocal studies at the collegiate level in order to be able to instruct and oversee these two areas of vocal training for our students and enable them to succeed and earn our Degree at a guaranteed 2nd year level of achievement and/or transfer into a 4-year program at the 3rd year level. All 4-year Music programs require proof of the student's ability to succeed beyond the transcript alone – even our articulation partners. Students must audition for the program on the instrument of choice – in this case Voice – and also pass examinations proving knowledge in the areas of Music Theory, Musicianship, and History. For further clarification, please see the narrative form.

CE Position Requests Only

Current labor market demand in Sonoma County (or larger regional area, if appropriate).

Please cite source of data and include link.

Projected labor market demand in Sonoma County (or larger regional area, if appropriate) over the next 3-5 years.

Please cite source of data and include link.

CRITERION #2: STUDENT & STAFFING NEEDS

NOTE: Please use site specific data, where appropriate.

CONTRACT FACULTY (use current data for Fall 2023)

Number of contract faculty members in department (headcount):

5

Number of contract faculty in discipline (headcount):

1

Total FTE of contract faculty (data provided): 4.36 – 50%

Total FTE of reassign time for contract faculty: 0.485

Total FTE of overload assignments (data provided): 0.57

Net loss/gain in number of discipline contract faculty from F19 to F23 (data provided): 0

Net loss/gain in number of discipline contract faculty at target site from F19 to F23 (if different from department; data provided): 0

ASSOCIATE FACULTY (use current data for Fall 2023)

Number of associate faculty members in department (headcount): 20

Number of associate faculty members in discipline (headcount): 2

Total FTE of associate faculty members (data provided): 3.78 – 44%

RATIOS (historic data provided)

% of associate FTE in department:

- Fall 2023: 3.78 – 44%
- Spring 2023: 3.73 – 43%
- Fall 2022: 2.70 – 48%
- Spring 2022: 3.55 – 40%
- Fall 2021: 3.86 – 45%
- Spring 2021: 3.77 – 43%
- Fall 2020: 3.91 – 46%
- Spring 2020: 3.64 – 42%
- Fall 2019: 4.74 – 49%

% of associate FTE in discipline, if different: N/A

- Fall 2023:
- Spring 2023:
- Fall 2022:
- Spring 2022:
- Fall 2021:
- Spring 2021:
- Fall 2020:
- Spring 2020:
- Fall 2019:

ALLIED ASSIGNMENTS (Counseling, DRD, Athletics, Library, etc.)

FTES/FTEF recommendations from national or state groups/associations, if any:

Cite source for and provide link to above data:

ALLIED ASSIGNMENTS - CONTINUED

If any, provide other data metrics or recommendations that inform appropriate staffing levels in the discipline/department:

**STUDENT DEMAND FOR DEPARTMENT -- OR DISCIPLINE, IF APPLICABLE.
(historic data provided)**

Enrollment at Census (duplicated headcount) over the past 4 years:

- Fall 2023: 851
- Spring 2023: 705
- Fall 2022: 709
- Spring 2022: 597
- Fall 2021: 624
- Spring 2021: 626

- Fall 2020: 686
- Spring 2020: 835
- Fall 2019: 1,000

Productivity (FTES/FTEF) over the past 4 years:

- Fall 2023: 10.80
- Spring 2023: 9.47
- Fall 2022: 9.11
- Spring 2022: 7.83
- Fall 2021: 8.27
- Spring 2021: 8.50
- Fall 2020: 9.52
- Spring 2020: 10.61
- Fall 2019: 11.92

Enrollment efficiency (fill rate) over the past 4 years:

- Fall 2023: 74%
- Spring 2023: 52%
- Fall 2022: 62%
- Spring 2022: 40%
- Fall 2021: 47%
- Spring 2021: 42%
- Fall 2020: 58%
- Spring 2020: 57%
- Fall 2019: 66%

Is the department/discipline able to meet staffing demands with current associate faculty?

YES NO

- If no, when was the last associate hiring process and how many were hired? We have 3 instructors in our current pool of active associate faculty who have qualifications in vocal music discipline. As indicated in a previous response above, most instructors who are expert in the discipline of vocal music are either specialists in classroom and individual vocal solo pedagogy, or are expert in choral program management and choral training pedagogy – but rarely both. The most recent hiring process we went through to recruit a vocal solo instructor was in 2016, but the instructor admitted into our pool of associate faculty at that time is no longer active. We have not been able to recruit a qualified choral ensemble instructor, probably due to the fact that most choral discipline experts who have the qualifications to teach at the college level and who reside in the area have other full- or parttime jobs that keep them fully occupied. It is very rare that a qualified choral ensemble director can be identified and recruited to our parttime (associate) faculty pool.

If this position is not approved, will core classes be cancelled? Yes No

- If yes, please explain: A choral music instructor who is responsible for building and maintaining a program at a collegiate level takes on many extra duties that an hourly instructor cannot. Given the amount of unpaid hours and overtime the full job requires, it must be assigned to a fulltime instructor. Hourly instructors might be capable of assisting with covering as a substitute or interim instructor when needed in the case of illness, emergency leaves, sabbatical leaves, etc.), but to run a full vocal and choral music program employing only associate faculty is not acceptable, nor indeed, best practice at the collegiate level of Music education.

CRITERION #3: STUDENT EQUITY NEEDS

- **Please discuss the department/discipline's student equity efforts, plans, and challenges in the narrative form.**

In recent years, our biggest student access and equity challenges have come from all sides and some of them are out of our control:

1. The loss of student enrollment at the JC after the devastating wildfires that began in 2017 was keenly felt by our largely in-person Music training and practicum program. Students could not enroll because they had lost basic housing, and/or employment, and/or transportation to classes.
2. The COVID lockdown depressed enrollment most in Music and the arts. Again, this lockdown was beyond our control and was a worldwide phenomenon that threatened not only the existence of Music education, but the Music performance profession everywhere. Teaching Music lessons via Zoom is not effective and has resulted in a tremendous learning and experience gap for our student demographic in the arts. We are doing everything we can to build our performance ensembles, and that is beginning to work, but, we have also had to address tremendous lacks in student preparedness and training. It is difficult to say what our plan is, other than to say we are doing everything we can help our students succeed in areas where they have not had the opportunities and experiences that prepare them as performing musicians at the college level. Now is not the time to cut back on those classes that provide access to training for these students so that they can realize their goals and succeed in a 4-year program.
3. Our Music students are not auditioned and accepted into our SRJC program. Our mission is not that we select the best and turn the others away, but that we give all students the opportunity to succeed. Ultimately, we cannot level the playing field when we are restricted by insufficient access to training courses like those in our Music Practicum program. Now, the Governor has vetoed AB 811 that would have allowed students to repeat credit courses to strengthen the learning and skill that the student was developing. Thus, students are deprived of the opportunity to learn and master skills that are crucial for them as they attempt to achieve alongside students who had training through private means, or who were fortunate enough to have attended the 1 middle or secondary school out of 5 in CA that had a Music program.
4. Our best plan to address student equity and the challenges we face uniquely in our discipline has been to create personal relationships with our SRJC Music students and mentor them through the program so that they succeed. You will see that we have awarded only a few degrees in traditional Music studies, such as Music: Vocal Emphasis, however, this is not an indicator of our success. We have many students who succeed and transfer and earn degrees. It is our challenge that this institution does not track those numbers as well. Our plan is to track these numbers as a department, but this is difficult when there is no system in place to do so. We continue to be justifiably proud of the many, many Music students we have seen transfer successfully throughout the state, nation, and even the world to earn university and conservatory degrees. We see our students successfully working in the recording industry, performing opera and musical theatre professionally, and teaching Music in all areas of education.

CRITERION #4: DISTRICT, STATE, AND SOCIETAL PRIORITIES

Degrees and Certificate Data (historic data provided)

Number of local AA/AS degrees awarded in discipline for each of the last 4 years (if applicable):

- 2019-2020: 1
- 2020-2021: 1
- 2021-2022: 3
- 2022-2023: 2

Number of ADT degrees awarded for each of the last 4 years (if applicable): N/A

- 2019-2020:
- 2020-2021:
- 2021-2022:
- 2022-2023:

Number of certificates awarded in discipline for each of the last 4 years (if applicable): N/A

- 2019-2020:
- 2020-2021:
- 2021-2022:
- 2022-2023:

Program Review

When last was the program reviewed under Policy 3.6? Academic Year 2022-23

What was the Policy 3.6 determination?

- Vital Further Information Require Discontinue
 Voluntary Discontinuance Revitalize Evaluation Report Req
 Other

% of SLOs assessed in discipline (data provided): **70.27%**

CRITERION #5: MANDATES

This position request is required to fulfill a licensing and/or accreditation mandate?

- YES NO

▪ If yes:

- Identify agency:
- Provide language of requirement:
- Provide link to relevant language:

2023-2024 SRJC Faculty Staffing Process

Narrative Form

DUE WITH DATA FORM & CLUSTER RANKING – OCTOBER 13, 2023 by 5 PM

Email all documents to Victor Tam (vtam@santarosa.edu) and

Nancy Persons (npersons@santarosa.edu)

Please use this section of the request process to provide additional information that the Data Form did not ask for, nuance, or explanations of responses on the Data Form that you believe should inform the Committee’s consideration of your data.

In scoring each criterion, the Faculty Staffing Committee will consider the data that you provide for that section and the information that you provide in the text boxes below (250-word limit for each). Effective responses will be specific and, where information on the form does not already provide evidence for claims, will provide evidence.

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS (0 – 10) points

Please address the overall well-being of the Department’s programs, the existing faculty’s disciplinary expertise in relation to program needs (services, courses), and any plans for strategic growth.

Director of Choral & Vocal Music is an “anchor” position for the Music Department. Currently we have only 5 full-time faculty in the department, down from 7 positions historically – and yet the Music field has grown in scope to include Commercial Music (Music industry) studies alongside the traditional conservatory areas of training that comprise the basis of Music Education at the university level. An instructor will need to be capable of expertise in: Choral Music sufficient to direct two collegiate ensembles; Vocal Solo Music sufficient to train individual students in pedagogy and repertoire; teaching voice classes for non-majors at the beginning/intermediate level; be able to teach courses in Music History / Theory / Musicianship / and various Appreciation classes as needed. Critically required of this position is oversight of program/scholarship funds provided annually through the Glenn & Mildred Long Endowment, outreach to area high schools, participation in CA state professional organizations such as NafMe, MACCC and ACDA, maintain relationships with area high schools and transfer partners (such as SSU), production of and PR for Music events, voluntary participation in SRJC events such as the annual commencement ceremony, assistance with the Music Scholarship program, and much more. This kind of “college service” cannot be expected as part of an hourly assignment. Each of our Music AA Degree areas of specialization (Instrumental Music, Vocal Music, Jazz Studies, or Commercial Music) requires a contract faculty person who can oversee and maintain these core components central to our Music Department and programs of study.

CRITERION #2: STUDENT & STAFFING NEEDS (0 - 10 points)

Please describe how this position will provide necessary FTEF and contract faculty positions to meet the program’s FTES demand and contribute to the work of the department. Include information about the program’s current enrollment trend in the context of the recent budget climate.

Currently we have only 5 fulltime faculty in the department. At the time that the Educational Master Plan was generated in 2014-17 the assumption was that the Music program would grow to 6 “anchor” positions, especially to improve full-time/part-time ratios in the department. MUSCP 21 CONCERT CHOIR enrollment for F2023 has doubled from the numbers at census for the previous semester S2023. The combined enrollment totals for the choral ensembles in F2023 is 33.33% higher than in F2022. Combined totals in our voice classes indicate almost double the enrollment in F2023 compared with F2022. We are seeing a steady rise in MUSCP 40.1-7 enrollments so that we are returning to pre-COVID levels. This is an indicator of the students who make up our transfer and degree/certificate completion population, especially for the conservatory training aspect of the Music Program. This trend is replicated throughout the range of Music classes, underscoring the steady growth and return to normalcy that is taking place across all Music disciplines and programs. Despite constant cutbacks that were made during the post-wildfire and COVID areas, the Music program continues to thrive. Continued support and investment in the department will benefit our students and the institution.

CRITERION #3: STUDENT EQUITY NEEDS (0 – 10 points)

Please describe how this position will allow the Department or Program to effectively serve disproportionately impacted populations, help students to overcome barriers, and close equity gaps. Include an assessment of the current department or program’s ability to serve disproportionately impacted student groups.

Our mission is to provide opportunities for students who may not have had them previously. Over recent years in Sonoma County, middle- and high school programs in schools that were considered our “feeder” institutions were cut or significantly reduced. Now there is funding for Arts programs that is provided through the State of California and these programs are being revitalized. After our most recent 3.6 Program Review, the SRJC Music Program is also in the process of revitalization. We recognize that the numbers of students we can expect from our area schools will swing upward as more Music education opportunities are being offered again in middle and secondary institutions where those opportunities had virtually disappeared. We need to be ready here at SRJC. Collegiate-level vocal music training requires an active Vocal Music Major pathway for such students. The Vocal Music Director must be capable of guiding our students through the program

of study at the standard required such that when they earn our AA Degree they are also fully capable of 3rd and 4th year level achievement in a 4-year Bachelor's Degree Music program. We have an excellent track record of transfer students who complete their goals and who are actively working in the field of choral and vocal solo music. In many cases, these individual students may not have had the chance to succeed without the opportunities and training open to them under the management of a full-time and qualified Choral and Vocal Music Instructor.

CRITERION #4: DISTRICT, STATE, & SOCIETAL PRIORITIES (0 - 10 points)

Please address how this position will support District priorities, statewide initiatives, and societal well-being.

In 2022 CA voters with 64% of the vote approved Prop 28: The Arts & Music in Schools Funding Guarantee & Accountability Act. This year, as required by the measure, the state began the task of establishing a new, ongoing program supporting arts instruction in schools. Through this measure, \$1 billion will be provided annually to fund CA public schools, supporting opportunities for all 6 million students in pre-K through 12th grade. This will make a significant difference in the world of Music education in all disciplines as a broader population of students are lifted up through newfound skills and experiences. Until now, barely 1 in 5 CA public schools has had a full-time arts or music teacher. Eighty percent of Prop.28 funding is earmarked to pay for teachers and aides. Already, we are seeing job opportunities open up for our recent SRJC alumni who have qualifications to be hired for these new positions. The expected impact will be the creation of more than 15,000 new jobs for teachers and for staffing in community arts organizations. Because of Prop.28, CA will move up as a leader in arts education due to the largest investment in arts and music in our nation's history. We can expect that our Arts programs will benefit from an influx of new students as a direct result of Prop.28. Now is a crucial time to ensure that our SRJC Music program is ready for them and that our students will succeed in reaching their musical goals.