

2022-2023 SRJC Faculty Staffing Process

Data Form

DUE WITH NARRATIVE FORM & CLUSTER RANKING – OCTOBER 14, 2022 by 5 PM

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

Megan Lowry Reed (mlowryreed@santarosa.edu)

Submitter Information

Name of Cluster Dean: Kerry Loewen
Name of Department Chair: Leslie McCauley
Name of Program Coordinator (if different): N/A
Cluster: Arts & Humanities

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS

Department: Theatre & Fashion

Discipline: Theatre Arts

Instructional type (Check all that apply): Credit Non-Credit Allied CE

Site(s) of requested position: SR PET PSTC SWC Shone

Is this request included in PRPP? Yes No
• If no, please provide an explanation:

Is this a growth position (increase in current FT FTE)? Yes No

Does target program currently have contract faculty? Yes No

Has the department identified external budgetary resources (grants, categorical state funding, etc.) to fund or partially fund this position? Yes No
• If yes, please explain.

The new faculty position would teach courses in the following (check all that apply):

- in department's degree program
- in department's certificate program
- GE program
- in prerequisites for core courses in programs in or outside of discipline
 - Identify: Teaches THAR 10A which is a prereq for THAR 10B, THAR 13.1A, THAR 13.1B, THAR 13.1AL, THAR 13.1BL, THAR 13.2A, THAR 13.2B, THAR 13.2AL, THAR 13.2BL, THAR 63

Would this position provide expertise that current discipline faculty do not possess?

Yes No

- If yes, identify expertise and service or course need: Musical Theatre Techniques and Musical Theatre Direction, Certified Combat for the Stage.

CE Position Requests Only

Current labor market demand in Sonoma County (or larger regional area, if appropriate). Teaches non-CE coded courses within five CE certificates.

Please cite source of data and include link. N/A

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

Please cite source of data and include link. N/A

CRITERION #2: STUDENT & STAFFING NEEDS

NOTE: Please use site specific data, where appropriate.

CONTRACT FACULTY (use current data for Fall 2022)

Number of contract faculty members in department (headcount): 5

Number of contract faculty in discipline (headcount): 3

Total FTE of contract faculty (data provided): 2.76

Total FTE of reassign time for contract faculty: 0.74

Total FTE of overload assignments (data provided): 0.23

Net loss/gain in number of discipline contract faculty from F19 to F22 (data provided): 1

Net loss/gain in number of discipline contract faculty at target site from F19 to F22 (if different from department; data provided): 1

ASSOCIATE FACULTY (use current data for Fall 2022)

Number of associate faculty members in department (headcount): 14

Number of associate faculty members in discipline (headcount): 11

Total FTE of associate faculty members (data provided): 55%

RATIOS (historic data provided)

% of associate FTE in department:

- Spring 2022: 64
- Fall 2021: 55
- Spring 2021: 47
- Fall 2020: 74
- Spring 2020: 86
- Fall 2019: 70

% of associate FTE in discipline, if different:

- Spring 2022: 55
- Fall 2021: 40
- Spring 2021: 36
- Fall 2020: 65
- Spring 2020: 82
- Fall 2019: 60

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

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

Cite source for and provide link to above data: N/A

ALLIED ASSIGNMENTS - CONTINUED

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

STUDENT DEMAND (historic data provided)

Productivity (FTES/FTEF) over the past 3 years:

- Spring 2022: 7.35
- Fall 2021: 7.2
- Spring 2021: 6.85
- Fall 2020: 8.59
- Spring 2020: 10.39
- Fall 2019: 11.07

Enrollment efficiency (fill rate) over the past 3 years (data provided):

- Spring 2022: 53
- Fall 2021: 49

<ul style="list-style-type: none"> • Spring 2021: 64 • Fall 2020: 51 • Spring 2020: 65 • Fall 2019: 62
<p>Is the department/discipline able to meet staffing demands with current associate faculty?</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <ul style="list-style-type: none"> • If no, when was the last associate hiring process and how many were hired?
<p>If this position is not approved, will core classes be cancelled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <ul style="list-style-type: none"> • If yes, please explain:

CRITERION #3: STUDENT EQUITY NEEDS

- **Departments/disciplines can request course completion data by submitting the following form by Sept 26: <https://forms.gle/1yLPnn5sZNnisShn6>**
- **Course completion data will be provided by OIR on October 3 to FSC and Clusters.**
- **The data provided will include the following:**
 - **Successful course completion rate at the discipline level compared to the District average**
 - **Demographic data of successful completers disaggregated by ethnicity, financial aid status, and first-generation status.**
- **Programs may choose to utilize this information as they deem appropriate in the narrative form as part of their faculty staffing request.**

CRITERION #4: DISTRICT, STATE, AND SOCIETAL PRIORITIES

Degrees and Certificate Data (historic data provided)
<p>Number of local AA/AS degrees awarded in discipline for each of the last 3 years (if applicable):</p> <ul style="list-style-type: none"> • 2019-2020: 0 • 2020-2021: 6 • 2021-2022: 5
<p>Number of ADT degrees awarded for each of the last 3 years (if applicable):</p> <ul style="list-style-type: none"> • 2019-2020: 8 • 2020-2021: 7 • 2021-2022: 10
<p>Number of certificates awarded in discipline for each of the last 3 years (if applicable):</p>

- 2019-2020: 12
- 2020-2021: 9
- 2021-2022: 8

Program Review

When last was the program reviewed under Policy 3.6? 2021

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): 99.04

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:

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Narrative Form

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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.

Theatres around the world were devastated by the pandemic. We were some of the first to close the last to open. Our production program had already been hit hard by cancellations due to four years of wildfires and relocation to swing space during the remodel. Given that, we are proud of strong completion numbers for majors and certificates. We have continued (even on Zoom) to mount quality productions that serve our diverse students and community. There are five contract faculty in our department. However, one faculty has 100% reassigned time for SRT and does not teach for the yearly program. Another is full time in a separate discipline (Fashion/Petaluma). The Chair (who is also Acting/Theatre History) has 74% reassign time: 49% THAR Chair, 20% Artistic Director for our Production Program, 5% CE Coordinator. The other two faculty teach in the CE disciplines of Stagecraft. This Acting, Directing and Theatre History retirement replacement would be an anchor for the many facets of the popular acting program and certificate. Our intent is to write a sixth certificate for Musical Theatre Techniques. This instructor would demonstrate expertise in not only musical theatre training, but also direction of mainstage musical productions and stage combat.

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.

Enrollments for Theatre classes are increasing as the pandemic subsides. Students are hungry to be back on stage. Acting class enrollments for fall 2022 are starting to approach pre-pandemic levels. While acting/theatre history classes are currently being staffed by associates, the acting program, two majors and a certificate need an anchor faculty member. Much of the work load of this position happens outside of the traditional classroom: they direct at least one mainstage show and one showcase a year; they recruit students; conduct the Intro to Acting challenge exam; and they help the Chair advise students on certificates, degrees, transfer and completion. Due to the heavy workload for the Chair (which includes managing and maintaining a performing arts facility), they also serve as the curriculum expert. They also share (with the Chair) the unloaded/unpaid coaching of up to twelve actors to compete at the American College Theatre Festival, as well as coaching transfer school auditions. Because it 'takes a village' to make theatre happen, they also assist the Chair with numerous tasks surrounding our production program. The two Stagecraft faculty cannot step in do this work, because of their full load designing and building scenery, costumes, makeup, lights, sound, etc.

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.

This position will help us to effectively serve diverse student populations. Twenty-five years ago, our program made a serious commitment to diversity in the selection of our season and through outreach to organizations such as EOPS, HEP, Puente, Disability Resources, Adelante, the Black Student Union and others. We have made our best effort to cast diverse show with appropriate representation. Our play/musical choices have represented Native American, Latinx, Black, LGBTQ+, ASL, differently abled, and neuro-diverse populations. We have also mounted numerous multicultural productions and have for many decades practiced 'color-conscious casting,' as well as inclusive casting, in more traditional works like Shakespeare. Fall 2022, for example, we produced "Stand and Deliver," which featured a cast of 19 diverse (mostly Latinx) students, as well as a Latinx cultural advisor, guest artist/leading actor, dialect coach, and makeup artist. Outreach was significant and resulted in large numbers of Latinx students attending, including groups from ESL, HEP, Puente, and MEChA. We cross-promoted the show with HERENCIA. We offer \$5.00 tickets to all local high school students and free tickets to many ESL groups and group homes. Our Multicultural Perspectives in American Theatre course is now part of the Ethnic Studies program offerings.

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

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

SRJC's latest mission statement directs us to transform the lives of our students and community "by cultivating a welcoming and antiracist environment centered on social responsibility and cultural awareness." There is no better example of this than the fall 2022 production of "Stand and Deliver" that included a mostly Latinx cast and crew. Through extensive community outreach we were able to draw a diverse group of local actors who all became enrolled students. Extensive social media and PR resulted in incredible goodwill and DEI outreach <https://www.pressdemocrat.com/article/entertainment/santa-rosa-junior-college-opens-first-full-season-in-upgraded-hall/>. KRSO interviewed student Miriam Valencia and her father to talk about meeting legendary teacher Jaime Escalante <https://bit.ly/3CYn9wl>. The production was dedicated to Roberto Ramirez, an inspirational local math teacher. Student groups in attendance included ESL, Puente, HEP, high school groups and Latinx students from Mendocino College. The production was promoted in association with HERENCIA. Our fall 2022 production of "The SpongeBob Musical" has a theme of sustainability and the set incorporates campus recyclables. All Theatre Arts productions exemplify the SRJC values of "community engagement and relationships founded on cultural competency, trust, embrace of difference and interconnectedness," and our responsibility to "the environment and society expressed in our commitment to sustainability and social equity."