

FULL-TIME FACULTY POSITION REQUEST FORM

Submission Date: 2013-2014

(Based on Criteria for Full-Time Faculty Requests agreed on at the Instructional Administrators Council, with the Dean of Counseling and the Academic Senate President present, 9/25/12)

1. Describe the position being requested (e.g., biology faculty with expertise in anatomy).

Full-time music faculty with an expertise in choral and/or orchestral conducting

2. Explain how the position supports one or more Board of Trustees Core Values, the College of San Mateo Mission and Diversity Statements, the College of San Mateo Institutional Priorities, and college initiatives.

The Student-Centered Mission states that the board places top priority on our core mission of providing transfer education and workforce training to as many students as possible. Addition of this position will allow equal access to completion of degree and transfer requirements for all our students regardless of their discipline, and will our students to strengthen their employment opportunities in the field (positions in music education typically require multiple areas of expertise from their faculty).

This position will help to fulfill the College of San Mateo Institutional Priorities **1-Improve Student Success**; **2-Promote Academic Excellence**; and **3-Promote Relevant, High-Quality programs and Services**.

Priority #1: Among the objectives to **Improving Student Success** is to promote student engagement, including the development and implementation of a comprehensive first-year student experience. Choral and orchestral ensembles will offer performance opportunities for students in campus events, civic functions, and a multitude of opportunities to collaborate with their peers. This would greatly enhance the comprehensive collegiate experience of a first-year student and engage them in campus and community life.

Another objective that will be met is the improvement of music students' progression beyond basic skills. The addition of a choral and orchestral program through the hiring of a full-time faculty will create a vehicle through which students can improve their musicianship and performance level well beyond basic skills.

Finally, providing a comprehensive music experience for our students serves to fulfill the objective to improve the academic success of all students. Students participating in these performing ensembles will learn the value of commitment to excellence and high standards first-hand, and will improve course retention, completion, and persistence. This in turn will carry over into all aspects of their academic careers and personal life and goals.

Priority #2: Promoting **Academic Excellence** includes improving transfer rates and fostering "academic identity" in marketing, recruiting, and outreach efforts. With performance ensemble participation a two-year requirement for the transfer model curriculum, addition of choral and orchestral offerings will enhance the opportunity for more students to meet this requirement. In addition, research findings correlating arts education with academic excellence are well documented. Major universities often include music ensembles and individual performers in their marketing tools and take

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pride when extolling the virtues of their music programs. Strengthening the breadth of our ensemble programs will create additional ensembles to represent the College of San Mateo and provide outreach to our community.

Priority #3: Promotion of a Relevant, High Quality Program includes the integration of multi-cultural experiences into curricular offerings, the fostering of academic excellence throughout the curriculum, and the increase in participation of all constituencies in activities that improve the understanding of our students' diversity and promote cross-cultural communication skills. Choral music has the potential to accomplish all these objectives through the study and performance of multi-cultural literature and the creation of a cross-cultural collection of student musicians to collaborate and share musical ideas.

3. Discuss how the position will help the department and/or division meet goals and support student learning as described in program review.

Among the requirements for an AA degree and the TMC is the requirement of music students to participate in a performing ensemble offered by the college. The College of San Mateo music program offers courses in jazz and symphonic band performance, and in Afro-Latin Percussion. These courses are geared for wind and percussion instruments, and do not provide opportunity for vocal students to hone their performance skills. It is imperative to develop and administer a choral and orchestral performance ensemble so that these students may complete the requirements for an AA degree, and offer an additional option for instrumentalists such as pianists and guitarists to fulfill this requirement. Local high school music programs have vibrant choral programs in addition to their instrumental offerings, and students with the desire to further their study of vocal performance currently do not have this opportunity at the College of San Mateo.

The addition of this ensemble ties in closely with CSM's Institutional Priority #3 to "improve transfer rates". In addition to transfer needs, choral experience is open to anyone, and a choral group can offer the GE student a creative outlet and means for self-expression (we don't need musical training to sing). This links to our college Mission Statement "The college...serves the diverse educational...needs of its students and the community".

Measurable Outcome: Vocal and orchestral students will obtain the necessary skills in vocal and string techniques and performance to transfer to a four-year institution and to meet the requirements of the CSM AA degree. In addition, a strong vocal presence would also improve student success in musicianship/ear training classes: learning how to sing/control the voice is integral to ear training success.

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4. Explain how the position will promote increased student success as described in program review in one or more of the following areas:
 - o Transfer: Include discussion of articulated pathways (e.g., UC, CSU, IGETC, SB 1440 transfer degrees, collaborative agreements with other community colleges and/or four-year transfer institutions).
 - o Career and Technical Education (CTE): Include evidence of a demand for the next five years (e.g., EMSI data available from the dean, data indicating healthy employment demand, other available environmental scans)
 - o Capacity to move students from basics skills or ESL to transfer or CTE.

The music department offers many GE courses that assist students in fulfilling transfer requirements. According to the *Student Success and Core Program Indicators* data, 97.6% of the music department's sections are "Transferable". In addition to the GE offerings, the music program provides the lower division music classes necessary for transfer to baccalaureate programs. The areas within the music department in need of the most attention are choral music and orchestral music. Currently, choral and orchestral (string) students have limited opportunities to fulfill the performance requirement portion of the AA and transfer degrees due to the fact that there are no for credit offerings in these areas within the music department.

The position of choral/orchestral conductor will offer the opportunity through the creation of a student choral and orchestral program, to successfully meet the performance and audition requirements of a transfer institution.

Music education programs in the public school system in San Mateo County and the greater Bay Area are flourishing due to the public awareness of the benefits of music education. Many of the Bay Area's music educators are nearing retirement age, and opportunities for careers in music education are increasing. With the addition of a choral and orchestral expert to our faculty, our students will receive the necessary skills in all areas required of the typical public school music educator.

5. Identify number of students served by the department.

The number of students served by the music department for the 2011-2012 academic year was 1741

6. Discuss LOAD (The definition of LOAD is provided in the Educational Master Plan. The Budget Planning Committee sets College of San Mateo's target college-wide LOAD. Contact administration for current LOAD target.)

The LOAD for the music department has shown a steady decline since 2009-2010, due in large part by budget cuts that eliminated three of our largest enrolled performance courses. In 2009-2010, the music program served 2241 students, and a LOAD of 649.3. In 2011-2012, the number of students served dropped to 1741 and the LOAD to 404. These numbers reflect the loss of students from the eliminated courses and the impact this has had on our program. The addition of performance ensembles in the choral and

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orchestral areas will vastly increase the current numbers, as these ensembles tend to attract large class sizes.

7. Describe the impact of the following full-time / part-time faculty issues.

- Full-time and part-time faculty in the department or discipline
- Ratio of full-time FTEF (full-time equivalent faculty) to hourly FTEF
- Headcount of full-time faculty
- Headcount of part-time faculty
- Headcount of overload faculty (full-time faculty teaching an overload)

The effect of adding an additional full-time faculty in the music department will provide balance in our department with the hourly faculty. Our Full-time FTEF is 5.1, while our hourly FTEF is 6.8, with overload FTEF at .6. Our percentage of full-time faculty is 45.6%. Currently, we have three full-time faculty in the music area. Our part-time faculty number is up to nine for the 2012-2013 academic year.

8. Discuss impact (positive and negative) of full-time to part-time faculty ratio on the program's goals, targets, and program student learning outcomes.

The impact the addition of a full-time faculty will be greatest in the areas of transfer and career education. All music students will now have equal access to completion of degree and transfer requirements. Currently, our vocal or string instrumentalists must perform on an instrument outside of their expertise in order to fulfill the ensemble participation requirement of our AA degree and a Bachelor's degree.

A major goal of our department is the acquisition of the Transfer Model Curriculum. This will be greatly facilitated by the addition of choral and orchestral ensembles as well as applied lessons for the anticipated increase in music majors by this addition.

9. Recount number of faculty retirements for the past six years

None

10. Discuss the vitality of the program (e.g., curriculum innovation, involvement in teaching and learning initiatives, faculty participation on committees, faculty participation in professional development).

Over the past six years, the music department has rewritten and redesigned many of the course offerings. Upgrades in technology have contributed to the increase in student participation and innovation in our electronic music classes, and smart classrooms have increased the usage of technology in the curriculum in our lecture courses and performing courses. Our entire fleet of pianos has been upgraded through the purchase of two new pianos and eight new upright pianos. These technological advances, as well

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as SLO assessments have assisted faculty in making curriculum modifications that have increased numbers of students in the GE and degree areas. Music faculty has willingly accepted larger class sizes in our GE classes in order to accommodate as many students as possible. Our performing ensembles have been increasingly active on and off campus, and have been serving as student ambassadors for the College of San Mateo in and around our community.

Our current full-time faculty members have served on various campus committees, including the academic senate, the committee on instruction, and the SLO committee. Music faculty members have been active in the field of music in a variety of ways. Public performances of original electronic music compositions, guest-conducting appearances for various honor ensembles in California, adjudication at a multitude of educational festivals nationally, service to the profession by representation on various boards of professional organizations, and dialogue and collaboration with colleagues at conferences and workshops nationwide have brought notoriety to the music faculty at the College of San Mateo. Addition of a full-time faculty will serve to increase the many contributions of our faculty to the advancement of our students and community.

11. Discuss any mandates and regulations affecting the position.

None

12. Provide any additional reasons for filling this position as determined by the department or discipline and the division including need and impact on the community at large (beyond CSM).

The diversity of the student population of the College of San Mateo necessitates change in the curricular offerings to meet the demands of our constituents. A complete collegiate music program includes choral and orchestral performance and pedagogy. Our department has been advancing in the fields of electronic music, theory, musicianship, jazz, and wind band performance, due largely to the expertise of our full-time faculty. Where the deficiency becomes evident is in the lack of a viable choral or orchestral program available for our students to advance in these areas. The transfer model curriculum requires participation in a performance ensemble for four semesters for completion. A full-time faculty with expertise in choral pedagogy and choral and orchestral conducting will increase the performance opportunities for many of our music students. Our current performance offerings do not offer ample opportunity for vocalists, orchestral instrumentalists, and piano students hoping to transfer to a four-year institution to complete this requirement. The addition of full-time faculty will fill this void and create a more well-rounded and complete music educational experience for our students.